

Adult
education
in the
CANADIAN
UNIVERSITY

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IN THE
CANADIAN UNIVERSITY

J. R. KIDD



TORONTO
CANADIAN ASSOCIATION FOR ADULT EDUCATION

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TABLE OF CONTENTS

	Page
PREFACE	i
CHAPTER I — Higher Education for All?	1
CHAPTER II — The Responsibility of the University for the Education of Adults	7
CHAPTER III — A Century of Growth	29
CHAPTER IV — Organization and Administration	48
CHAPTER V — Programme	74
CHAPTER VI — The Next Ten Years	97
CHAPTER VII — “To Inhabit the Walks of Man”	116
APPENDIX: — Sample Charts Universities of British Columbia, Alberta and Toronto.	120
BIBLIOGRAPHY	131

PREFACE

The need for some assessment of adult education as carried on in Canadian universities has been felt for some time. It has not been difficult to see that the past two decades have brought substantial growth, at least as measured by the number of universities providing adult activities, and the number of new courses and students. We gain some idea of the extent of this development when we remember that, in 1935, only nine universities had extension departments, while today twenty-two report work of this kind. However, it has been impossible to make even moderately precise quantitative comparisons, since each university keeps its records on a different basis. And, when it came to questions of quality, what was one to say? Individuals have certainly given consideration to the subject of "university standards" in adult work, but this has not resulted in the production of a body of information and opinion or the formulation of a set of principles that might guide institutions in the building of "extension" programmes.

In 1953, the late Dr. R. C. Wallace served as adviser to the Department of Education in Ontario and he was also President of the Canadian Association for Adult Education. At the annual meetings of both the Association and the National Conference of Canadian Universities, he drew attention to the need for a thorough enquiry into the university's role. It was thereupon recommended that a study of "adult education in Canadian universities" be undertaken. The Carnegie Corporation made available a grant to the CAAE for the conduct of the enquiry, fresh evidence of the debt that Canadian education owes this foundation.

The NCCU appointed Dr. Andrew Stewart, Dr. W. A. Mackintosh and Dr. H. J. Somers to a joint policy committee and the CAAE appointed Dr. R. C. Wallace, Dr. E. A. Corbett and Dr. J. R. Kidd.

It was first hoped that Dr. J. E. Robbins could undertake the main responsibility for the study but this later proved impossible. While Dr. Robbins has continued as adviser, it fell to me to collect and organize the material.

There have been several main sources of data for the report here presented. First of all, a careful study was made of the literature on the subject - books, pamphlets and journals - published both in this country and abroad. Interviews have been conducted at every university centre in Canada, as well as with officials at Unesco, with university men in the United Kingdom and in the United States, and with the intra-mural tutors of the new University College of the West Indies. Wherever possible, interviews were also held with men and women who are not on university faculties but have had some first-hand experience upon which to form an opinion. Correspondence on the topics raised has continued with people in all parts of the world, particularly with adult education workers in Australia and the new university colleges in East and West Africa.

The study has been thoroughly discussed at two national meetings of Canadian directors of university extension.

A lengthy questionnaire was circulated in 1955 and the response was generous and remarkably complete. Since the present report will not deal with universities separately, a distribution has already been made of some selected questionnaire returns.

Now a word about definitions.

Three terms have been commonly employed by universities to describe educational work with adults. Extra-mural is used extensively in Britain, and in some other Commonwealth countries, and to a limited extent in Canada. University extension is widely used in many parts of the world. The third term, adult education, has been selected for this report as being the most inclusive. It refers here to anything that a university does for adults, for credit or not, whether in a department of extension or elsewhere. The terms extra-mural and university extension are used only when referring to a particular department of a university.

In employing the term adult education, I realize that while it may be the best available, it is not very precise. For some, the term has a particular meaning - the provision of elementary classes for the educationally under-privileged. In this report, however, it is not used in any restrictive sense, but simply to mean the "education of adults", including any activity with an educative purpose, arranged for those who have passed adolescence and who are not engaged in full-time study.

Wherever possible, the discussion in this survey has been carried on by direct quotations from those who have given their attention to these issues. This practice may have led to some duplication and it has added considerably to the length of the report. Nevertheless, while university adult education has been going on for many decades, so little that has been spoken or written about it is generally accessible, that it has seemed essential to supply first-hand observations.

I have been aided on numerous occasions by members of the Committee and wish to thank them for their courtesy while, at the same time, to absolve them from blame. Opinions expressed in the report, except where credit is given, are those of the author and are not necessarily held by the members of the Committee. However, the views of the Committee on a number of the most important points have been forwarded to the NCCU and the CAAE.

Considerable assistance has also been provided by the directors of university extension and by the author's colleagues, particularly Edwin Richardson, Alan M. Thomas, Isabel Wilson, Diana J. Ironside and Gordon Hawkins.

In his book A liberal education in a modern world, Dr. R. C. Wallace spoke of the changes that have come to the university. "It is a pathetic spectacle", he said, ".... that of groups of men at educational meetings bemoaning the tendencies of modern education, caught as it were in the back eddy, while the full stream of modern life rushes past. If we are to face the problems of the world of today, we must shed our cherished prejudices, and be prepared to analyse, to understand, and with some sympathy to appreciate the modern trend of life as it impinges on our educational fortresses. It is in this spirit that we propose to examine some of the more radical movements which are now shaking the foundations of our educational temples".

It is in the same spirit that we have attempted to carry out the enquiry started by Dr. Wallace.

The Canadian Association for Adult Education,
Toronto,
June, 1956.

J. R. Kidd.

Chapter I

HIGHER EDUCATION FOR ALL ?

"Our aim", wrote R. H. Tawney in 1919, "is to make higher education as universal as citizenship, because one of the conditions of good citizenship is higher education. That purpose is not the less significant because it is realized only on the most humble scale at present".

In his first address as President of the University of Saskatchewan, the late Dr. Walter C. Murray said: "We should have a university that will leave no calling, no sphere of life untouched; a university that is as broad in sympathy as these wide plains, as deep in richness as this marvelous soil, and as stimulating in spirit as the breezes which sweep over our fields".

Higher education for everyman; at least for every man or woman who desires it and shows aptitude for it. This is a conception that might not have seemed bizarre to a few intellectual leaders in the past. But its implementation was never considered practical nor tackled seriously until this century.

Is it realistic to think that such an objective can be attained?

Thirty-five years ago this question was being asked in Britain by a special Commission established by the Ministry of Reconstruction, which included such men as R. H. Tawney and Albert Mansbridge. In their report, usually referred to as the 1919 Report, they recommended thorough and rigorous scrutiny of adult education activities:

It is not altogether unwholesome that new educational departures should be regarded with good-natured scepticism till their quality has been tested by experience....Do{the services provided by the university for adults} win the support, not merely of those with exceptional tastes or peculiar opportunities, but of ordinary men and women? Is the interest to which they appeal sufficiently serious and permanent to stand the strain of steady work, and to persist when they are no longer the adventure of enthusiasts but a normal part of the educational activity of the nation? Is the education in which they result of genuine intellectual value, or is it merely a pastime or a recreation, laudable, indeed, as a recreation, but with little power to inform the mind or to strengthen the character? Will they spread? Will they wear? What are they worth?¹

The Commissioners were able to give clear and certain answers to their own questions:

That the necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.

That the opportunity for adult education should be spread uniformly and systematically over the whole community, as a primary obligation on that community to its own interest and as a chief part of its duty to its individual members....

But the same and similar questions are being asked today in countries all over the world. In states with a long history of higher education, as well as in underdeveloped countries, men in universities and governments are concerned about the proper role of the university, about its responsibility for the education of youth, for the training of society's leaders and for research.

Britain and the Commonwealth

In England, where work called "university extension" began at least 80 years ago, the question of what provision the university should make for the education of mature men and

women has long been a subject for discussion in academic circles and in the community, and it has several times been considered by government commissions. The debate became spirited after the publication in 1951 of The English universities and adult education², by S. G. Raybould. In this long essay, the author made an eloquent plea for high academic standards in university adult education and questioned the value of much of the work in British universities. More recently, the Ashby Commission has gone over much of the same ground in order to assess the claims of adult education to public financial support. The result has been a vigorous and continuous discussion carried on in journals and college halls ever since.

Enquiries of a similar character are going on all over western Europe and in Commonwealth countries. And it is the "new" institutions, such as the university colleges in East and West Africa or in the Caribbean, that are asking the most searching questions about the responsibility of the university for guiding and enlarging intellectual life for all adults. Can a university do more than provide intellectual opportunities for a tiny elite? Can it have a major part in developing responsible citizenship? In Jamaica, for example, these are no academic questions for leisurely discussion at a faculty table. The answers may make a life-or-death difference in the fortunes of the new nation now being created from these Caribbean island colonies.

Leaders of these institutions have no time or desire to take the slow, difficult path of trial-and-error which older institutions have been forced to follow. As far as possible, they hope, from the beginning, to be guided by the most successful experience elsewhere.

United States

All over North America also, a combination of circumstances has brought about a mood of enquiry. Recently there appeared the study, University extension in the United States³. While the book is descriptive rather than critical or argumentative, controversy is not lacking. Writers, scholars, and recently foundations, have been assessing the results of a half century of adult education in leading American universities. Although one usually thinks of adult education as a recent development, some of these universities started their adult work prior to, or just after, 1900. What are the fruits? In a progressively "ageing" society, how can education make the later years worth living? In a culture that becomes vastly more complicated by the year, what are the learning experiences that need not be crowded into school and university curricula, but may be left for the riper years?

The "crisis of numbers"

The first concern of every one connected with a university in North America is the staggering number of young people who will soon wish to enrol. Dr. E. F. Sheffield, of the Dominion Bureau of Statistics, predicts that enrolment will double in the next decade.⁴ Naturally enough, attention is being given to such matters as new facilities, teachers, and scholarship programmes.

Yet the very term "crisis of numbers" is exceedingly misleading. It is not a matter of solving a critical problem during a particular year or period. The universities are not facing a crisis limited in time and urgency, they are dealing with the necessity of re-planning their entire operation, of making radical and permanent changes. The brief of the National Conference of Canadian Universities⁵ and that of the Canadian Association of University Teachers⁶ to the Royal Commission (1956) on Canada's Economic Prospects make this abundantly clear. In representing the NCCU before the Commission, Dr. Mackintosh said:

The demands for expert persons, for intelligent persons with background and perspective, increases with every increase in the population, with every rise in gross national product, with every requirement for increased investment....In this age, when physical resources are unfolding, it is human resources which are scarce and which limit growth and progress. As human beings, as sources of energy and repetitive motion, are becoming obsolete, developed talent, vision and integrity are becoming, even more than usual, the critical shortages.... We may safely assume steadily expanding needs....

At such a time as this, does the provision of education for adults become an intolerable added burden? Or can adult education contribute to the solution of the difficulties that lie ahead?

Public policy

There is yet another reason for much of the present concern. Governments all over the world are tending to take a greater part in educational affairs, as they are in almost every other aspect of life. In the last decade there has been a rapid increase in special divisions or bureaus of adult education within departments of education and city school boards. This is occurring in both Canada and the United States. Junior colleges, "community colleges", and special training institutions under local or provincial auspices have been making their appearance at an accelerating rate. One result of this development has been a vigorous questioning of the value of university work with adults. How much tax funds should be provided? Furthermore, the practical consideration of what are the respective spheres of work of the university and the department or board of education must now be faced squarely. If there were no better reason for considering what responsibility a university has for adult education than to eliminate conflict or duplication of service, or to choose the most desirable use of public funds in adult education, universities would still be obliged to give close attention to the matter.

The nature and purpose of the university

The view one adopts of the responsibility of the university for "continuous learning" naturally depends on how one pictures a university. Is it, as many have always argued, "a community of scholars"? If so, then excellence of scholarship, not the age of the scholar, is the primary matter. Or is the university, as it is sometimes described, the source of intellectual leadership and stimulation for government and the professions? It is, of course, true that this view of the university as a kind of intellectual service station for the nation has been caricatured and denounced by scores of people like Robert Hutchins. And one can easily think of or find instances where universities have cast away any claim to intellectual respect by taking on tasks better left to others, if indeed needed at all. But surely this is to attack the failures and distortions, not the idea. There is nothing necessarily anti-intellectual or anti-academic in a conception of providing or mobilizing intellectual leadership for all men and women. In his report of 1954, President Smith, of the University of Toronto, said:

The tremendous increase in applicants that we must expect will...compel us to clarify our attitude to the place of the university in society. This is no longer an academic debate to be carried on in college halls, in academic assemblies and in presidents' reports; it is a national issue to which we as a people must address ourselves with understanding, knowledge and imagination. We have reached the point where the university is a necessity, not a luxury, an indispensable unit in society, not an adornment to be celebrated in sentimental song and story.

The Royal Commission on National Development in the Arts, Letters and Sciences expressed warm approval of the record of the university in adult education as a vital contribution to Canadian life:

It seems appropriate to examine in some detail the local activities of universities, occasionally taken so much for granted that their importance is not realized....We are not here concerned with them as units in a formal educational system....we cannot ignore other functions so admirably performed by Canadian universities. They are local centres for education at large and patrons of every movement in aid of the arts, letters and sciences....These...activities ...are...essential elements in the university tradition. Moreover, they are so valuable that should they cease, or even be curtailed, other institutions would have to be created by the community or by the national government to carry them out.⁸

It is perfectly clear from reading Rashdall⁹ or any other historian of higher education, that the university was never a place of such importance, that it never enjoyed favour or public confidence, until it began to take on the task of training leaders for society. In his Mission of the university, Jose Ortega y Gasset writes:

The university must intervene, as the university, in current affairs, treating the great themes of the day from its own point of view; cultural, professional and scientific. Thus it will not be an institution exclusively for students, a retreat ad usum Delphini. In the thick of life's urgencies and its passions, the university must assert itself as a major "spiritual power",...standing for serenity in the midst of frenzy, for seriousness and the grasp of intellect in the face of frivolity and unashamed stupidity.¹⁰

And it was Cardinal Newman, who could hardly be expected to propose any weakening or dilution of the intellectual vigor of university education, who took pains to remind his colleagues that "a university is pledged to admit, without fear, without prejudice, without compromise, all comers, if they come in the name of truth".¹¹ Speaking later about the cultivation of the citizen and the humanizing of society, he described the university, not as something special or withdrawn, but as "the great ordinary means to a great ordinary end". And again, "growth is the only evidence of life", and "here below to live is to change and to be perfect is to have changed often". Under such a view, the continuing education of adults can scarcely be rejected as of no significance. Indeed, it is a field of compelling importance.

In the past few decades, the universities have assumed many new tasks at the request of professional societies and trade, farm, or labour associations. The pressure on a modern university to supply new or additional forms of higher education poses a serious problem. No fixed and certain gauge exists to enable a university to choose its primary services. Any contemplated change will demand a clear knowledge of what is wanted, what the university can provide better than any other agency and how the provision of a service may affect other university responsibilities.

Adults are responsive students

A number of men in Canadian universities are keenly interested in the education of adults because of the satisfaction they themselves experience in dealing with alert, mature minds. One of them said recently:

I never realized how much pleasure, earned by some labour on my part, I must say, there was in teaching till I had a few years of classes of veterans. Some of them lacked a good deal of background, but they bit in, and they seldom let me get away with poor preparation. I find the same to be true of the business men and trade unionists I have recently had. Undergraduate teaching has its moments, too, but if that is all there was to teaching I would head out for Uranium City, or sell stocks.

There are further reasons why interest is now focussed on adult education in the university. First is the record of achievement so far. At several universities, the

application of relatively small amounts of money and staff time have yielded gratifying results. The growth of all forms of adult education has gone on at a swifter tempo and there are as yet no signs of slackening. An increase in population, the "ageing" of the population, the arrival in Canada of more than a million immigrants, rapid technological shifts in industry, the postponement of study for some because of military service, - all of these factors point unmistakably to heavier demands in future years. And most important, for the first time in human history large numbers of men and women have been given the basic skills which are necessary to pursue higher education.

However, while in general, adult men and women are better prepared for higher education than ever before, and while more is known about the capacity to learn of people who have passed adolescence, research is needed about middle-age, and obviously this is a task for the university. Robert Havighurst, of the University of Chicago, discussed this need recently:

Middle age is terra incognita - unknown territory to the social scientist. Although he is thoroughly familiar with the length and breadth and depth of childhood and adolescence, and he has made intensive explorations into the domain of old age, his knowledge of middle age is limited to a small amount of highly specialized knowledge gained from marriage counsellors, psychiatrists, and social workers, about small and non-representative groups of middle-aged people....¹²

Havighurst proposed that a useful way to study men and women in the middle years, and also to plan educational activities for them, is by considering the social roles that people have - worker, parent, husband or wife, son or daughter, citizen, friend, club or association member, member of a religious group, and user of leisure time. He believes that the university now has a chance to increase knowledge significantly in the process of fashioning new services for adults.

These opportunities have come precisely at the time when pressures upon the university are at their maximum. Present university facilities and staffs cannot begin to meet the coming demands. Clearly it is a time for study, for choices made in the best interests of the university and society, for soundly based yet flexible policies. It will not be the first time that a great opportunity for the university has appeared in the guise of a vexing and complex problem.

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Chapter II

THE RESPONSIBILITY OF THE UNIVERSITY FOR THE EDUCATION OF ADULTS

In his Burwash Lectures, A liberal education in a modern world, given at Victoria University, University of Toronto, the late Dr. R. C. Wallace said: "The critical test of the value of our educational systems is the attitude of adults to their own mental growth....More and more it will be found to be the responsibility of those who direct educational policies to lay plans for the educational upbuilding, not only of the child and the youth, but of the mature man and woman as well".¹ This view is held more widely now than in 1932, when these Lectures were published.

Yet sharply conflicting views do exist about the responsibility which a university should assume in regard to the education of adults. Dr. C. O. Houle, of the University of Chicago, commented upon this in the survey published by Unesco, entitled Universities in adult education:²

The companies of scholars within the universities are aware that they have somehow failed to do their part in preventing or curing the most serious ills of contemporary society. With a sense of humility and hope, some of these scholars have in recent years considered with care the mission imposed upon them by the realities of their times and have projected new courses of action for themselves. Their boldest decision has been to move directly into the main current of social life to help mature and responsible men and women find better answers to their private and public problems through the unending processes of education.

But, Houle points out, other men do not share this conviction:

It is not surprising that...such other pressures upon the university as expanded full-time enrolment and the demands of society for practical research, has led many sincere and dedicated university leaders to regard adult education with uneasy suspicion. They dread the possibility that the hordes of new claimants on their time and service may finally destroy the university itself.

Here is a wide divergence. Feelings held by university faculty members about adult education range from buoyant enthusiasm to distrust and hostility. It may be useful to sort out the various views that are held as a preliminary to understanding the reasons for them and their implications. This may help us to reach some firm basis of agreement, without which constructive action is unlikely. We shall first deal with the subject in general terms and then consider some specific Canadian examples and illustrations.

1. The responsibility of the university is consonant with its other responsibilities.

First we will examine the view of those who hold that there is no difference in kind, perhaps not even in degree, between what a university should do for the students in its classes and for any one else within its range of influence. The following are some of the points made in support of this position:

a. "The university must be accessible to every class"

Perhaps the strongest and most insistent support for this view has come from Oxford University. Never has the position been stated with greater clarity than in the report, Oxford and working-class education, "being the Report of a Joint Committee of University and Working-Class Representatives on the Relation of the University to the Higher Education of Workpeople", published in 1908. The report first observes that the role of a university is constantly changing. "Since a living university is not a self-contained and

independent unit, but an organ of society growing with its growth and nourished by its vitality, its policy and internal organization must necessarily be in part controlled by developments which occur outside it, and which are independent of its own volition".³ The Committee then goes on to summarize the requirements which a university must satisfy in a democratic community:

- (1) A modern university must be accessible to every class, not merely in the formal sense that it admits every applicant of good character who satisfies its educational requirements, but in the practical sense ...that no one will be excluded merely on the ground of poverty....
- (2) In order to obtain the University education which they desire, it must not be necessary for workpeople to leave the class in which they were born. This is a point to which we attach the greatest importance. ...we believe it would be very unfortunate, and we are confident that it would not be welcomed by the working classes, were the democratizing of University education taken merely to mean that exceptionally fortunate or exceptionally talented individuals should obtain the means of achieving personal success, of however excellent a kind....
- (3) Any organization of Higher Education, which is based on the assumption that education of a "general" kind is desired or needed only by... the professions, while technical education alone is suitable for persons engaged in manual labour is fundamentally mistaken....Technical and general education ought not to be distinguished on the grounds that they are fit for different classes, but because they stimulate different sides of the same individual....when education has merely made a man into a better workman, it has not done all that it can for him, nor all that he has a right to expect....
- (4) ...we desire to state that the task of meeting the needs of new classes of students is one which cannot, except with great detriment to education, be deferred until an organized demand arises....Universities should provide for...every class the higher education which they need.... It has become incumbent upon Universities to watch carefully every sign that a new class is ready to receive their guidance, in order that the seed of University culture may be deposited wherever it has suitable material on which to work....
- (5) The fifth respect in which it appears to us that the participation of all classes in public life makes a new departure desirable is that of the direct representation of workpeople upon some of the governing bodies of the University....where both business men and workpeople, who represent the views of the consumer of University education, co-operate in determining its policy and development....

The report goes on "we are of the opinion that these movements contain elements which, were they brought into close touch with Oxford, would confer benefits upon it as great as they could derive from it".

b. "Adult education is a third function of the university"

In his book, The function of the university, Dr. R. S. K. Seeley, Provost of Trinity College, University of Toronto, discusses two university functions:

...ordinarily we think of a University as concerned with the pursuit of knowledge, but following that pursuit both by teaching and researchthe teaching function of a University looms so large that it is necessary for us to emphasize the fact that a University ceases to be true to its nature unless its members are engaged in research.⁴

Others, in the United Kingdom and the United States, maintain that the functions of the university are at least three in number. Dr. Charles Van Hise, then President of the University of Wisconsin, stated at a national university conference in 1913 that the functions are: "The advancement of knowledge through research, the transmission of knowledge through the teaching of students and the dissemination of knowledge through adult education services". Forty years later, a committee established by the President of the University of Chicago

made a concise statement about the objectives of a university:

In broad terms those objectives are...:(1) the acquisition of knowledge, (2) the preservation of knowledge, and (3) the transmission of knowledge. In transmitting knowledge, there are three groups with which the university works directly: those young people who are to be educated to carry on scholarly traditions, those young people who are to be educated for the professions and for responsible leadership in society, and such adults as wish to further their education. Less directly but equally powerfully, the university also "transmits knowledge" by being a constant influence for good in society. It takes its place among those agencies which act to improve the culture, the quality of living, and the rational accomplishment of social ends. Intellectually speaking, it is foremost among these agencies and therefore must accept some responsibility for leading them.⁵

In its report, The nature and needs of higher education, published in 1952, the Commission on Financing Higher Education, sponsored by the Association of American Universities, declared:

The basic pattern of higher education is made up of four interlocking designs: liberal education, professional education, graduate study and research, and public service. Each has its own essential contributions to make to the individual and to society at large....Besides contributing new knowledge, colleges and universities have become centers of information and trained ability to which society can bring its problems. In them adults can gain information and skills. Extension centers bring education to the people. Experts advise and consult with persons in responsible positions. University presses publish information, making it available to the general public....These and other public services have brought higher education to the great world. They have given scholars the satisfaction of putting knowledge to work and have introduced a bracing air into the laboratory and classroom.⁶

And in his report to the University of British Columbia in 1952-1953, President N. A. M. Mackenzie stated:

The three functions of a university to which I have already referred, the accumulation of new knowledge, the perpetuation of our cultural inheritance, and professional training, are all thoroughly accepted by both the university and the supporting public, though there will be continuing arguments about the relative emphasis which should be given to each....There is, however, another primary function of universities in our kind of society another absolute need, - even less understood - to which I would like to pay particular attention at this time. I refer to University Extension: - community services in adult education.⁷

c. "Adult education is the responsibility of every department or college of the university"

One of the most striking American formulations of this opinion is the report of the President's Commission on Higher Education, prepared and signed by such men as Arthur H. Compton, Milton S. Eisenhower, Horace M. Kallen and George D. Stoddard. The report, entitled Higher education for American democracy, and published in 1947, states: "The adult program is not an additional objective of the college; it is one of the means by which the college can achieve its general objectives".⁸ The report goes on to state:

The present status of university extension services makes it painfully clear that the colleges and universities do not recognize adult education as their potentially greatest service to democratic society. It is pushed aside as something quite extraneous to the real business of the university....The colleges and universities should elevate adult education to a position of equal importance with any other of their functions....Adult education, along with undergraduate and graduate education, should become the responsibility of every department or college of the university. It should be the duty of the English faculty or the physics faculty, for instance, to teach English or physics not just to those who come to the campus, but to everyone in the community or the State who wants to learn, or can be persuaded to want to

learn, English or physics....Higher education will not play its social role in American democracy and in international affairs successfully unless it assumes the responsibility for a program of adult education reaching far beyond the campus and the classroom.

d. "The university should associate itself actively with the people"

In the statement of aims of St. Francis Xavier University, higher education is conceived of as being for all within reach of the university. No distinctions whatsoever are made regarding age, experience or status. Indeed, specific attention is drawn to the claims of men and women in local communities:

The aims of the University shall be to preserve, advance, and transmit knowledge, in accordance with its motto, "Quaecumque sunt vera", and to form and strengthen human character after that of Christ, the true Ideal. It shall strive to attain these aims within the University and in its constituency (a) by providing those deserving with the higher education necessary to fit them for positions of leadership and service in the community, and (b) by associating itself actively with the people in the solution of their problems.⁹

In a recent address over the Trans-Canada network of the CBC, Msgr. H. J. Somers, President of St. Francis Xavier University, said:

Above and beyond the task for the student on the campus, the university must consider its duty to the community, to the great number of our population who have not received a university education and as well to the university graduates whose education should continue throughout life. In a democracy a university cannot adopt a cloistered attitude. All the citizens of our country must have the opportunity to develop, economically, socially, morally and spiritually. Knowledge knows no class nor race barrier. Our workers in our industrial plants, our miners, our farmers and our fishermen, all should be given the opportunity to lead proper human lives.

For all these, as well as the students on the campus, a truly human life requires knowledge; it requires moral training; it requires abolition of those social and economic ills which doom so many to a life less than human....Housing, working conditions, health, fair wages, just prices, all are moral as well as economic problems. We cannot shirk responsibility by saying that these problems will always be with us. We have our duty as universities to do our part, and our citizens have the right to expect our best effort in this field.¹⁰

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The above views are not identical. However, each of them assumes that the university chooses the work that it shall do and the constituency it shall serve, and that the main factor influencing its choice of student should be something else than age or money, or class, or even the good fortune of being able to enrol for continuous periods of time within university walls.

2. The main responsibility of the university for adult education is "intellectual leadership".

In recent years many observers have urged that the university should leave "mass" activities to other agencies and concentrate attention on a few tasks that only a university could perform.

In Universities in adult education, Dr. C. O. Houle urges that the university should always be selective in what it chooses to do:

The universities should restrict themselves to complex subject matters. Their sphere is not the simple and rudimentary; other agencies are better equipped to handle such subjects on a routine basis....

The universities should be pioneers. They should be daring in experiment, willing to attempt the pilot study, the first survey, the initial course....

The universities should train leaders....

The universities should collaborate with the many other agencies in society which provide adult education....the university can illuminate and assist the work of the other agencies....

... the universities should master adult education as a field of knowledge....

In claiming that the university's share in a broad task is intellectual leadership, Houle does not believe that choices can be made in any arbitrary fashion. Research and demonstration of desirable practices can take a university into every contour and corner of the field of adult education. But he does suggest principles by which a university's work can be systematically and regularly assessed.

3. Any "extension" of the university should be limited to what it is already teaching, and should be consistent with the specific objectives of the university.

Many people think of extension work as opening up for mature students only those courses that the university now offers. For example, they suggest that a liberal arts college might plan "arts" courses for the adults who can be reached by the present staff of the college. By the same reasoning, a professional school would maintain a continuing interest in its graduates, arrange courses for them from time to time and thus enable them to keep up with current developments. In addition to its concern about further professional education, the professional school might also arrange courses to inform interested members of the general public about significant findings or issues in its special field. A medical school, for example, might regularly arrange for refresher courses for doctors, assist in offering courses for public health officials, and perhaps take some part in measures designed to bring about greater public understanding of such questions as health insurance.

Periodically, someone advances the view that a limit ought to be placed on adult education in the university by a precise definition of the activities to be encouraged or tolerated. Those that are frequently favoured include:

- credit classes for adults with a curriculum identical with that for "regular" courses;
- professional training;
- training for the "semi-professions" leading to a special certificate, e.g. traffic managers in transportation services;
- short "refresher" courses for the professions and semi-professions;
- courses in the liberal arts of high standard although not given for credit.

Principal W. A. Mackintosh of Queen's University favours a different principle of selection. He feels that before a university can make any intelligent judgment about adult activities it must first be clear about its own specific objectives. If the conscious design of a university is to provide higher education for a province or designated region, its adult services ought to be planned accordingly. But if, as in the case of Queen's, the purpose is to provide a certain kind or quality of education for a student body drawn from every part of Canada, with a concern for national rather than local or regional problems, then the activities planned for adults should reflect this special educational aim. If a high valuation is placed on the kind of educational experience gained when students live and study together, residential education can also be offered for adults. In the opinion

of Dr. Mackintosh, it is not a simple matter of offering for adults the subjects or courses that are provided for undergraduates, but ensuring that every programme for adults is in accord with and permeated by both the general and specific principles of the university.

At Laval University, a plan for adult education has been worked out, that is also, in some respects, unique. Extension teaching, it is held, means the provision for those outside the university, of regular classes or subjects already provided intra-murally. But the education of adults has its own objectives, curricula, and methods, and these can best be provided in a particular agency or institution that is planned for this specific purpose. We shall later describe an example of this, Le Centre de Culture Populaire.

4. The university should not engage in adult education.

We have noted earlier, and will again, that understanding and support for adult education in the university are considerably greater than in the past and seem to be increasing. But we have also noted that some feel that a university ought not to be giving any attention to adult activities.

One occasionally hears the argument that since the staff and finances of any university are limited, and since no university is yet able to serve all its present or potential full-time day students, all the efforts of a university ought to be utilized for the benefit of its "primary" constituency. This, they say, is not to discredit adult education in any way, but to make the best possible use of funds which are certain to be restricted and never sufficient for all the tasks that, theoretically, a university might undertake.

One no longer finds it in official university pronouncements, and rarely in public statements, but one occasionally hears in private conversation that adult education simply cannot be provided without causing a dilution of, or deterioration in, the quality of education provided by the university. In this view, adult education should not be tolerated because it tends to lower university standards.

We have outlined some of the views commonly expressed in North America and in the United Kingdom and western Europe. In examining these opinions more closely, we shall draw, in part, on material secured in interviews conducted across Canada. Talks were held, not only with professors, but with men and women outside the university who are in a position to form some judgment concerning the issues involved. However, although interviews were held with people of varied experience, interest, and background, no effort was made to follow any consistent sampling plan. Therefore, no claim is made that the views expressed are typical either of Canadian professors or of the general public. Nevertheless, since surprisingly little difference of opinion was found on some aspects of the question, a few conclusions do seem to be justified.

As mentioned earlier, adult education in the university is gaining increased interest and support. Rather striking changes seem to have occurred in the attitudes of university staff members. Opposition, coldness, and apathy are still present. Indeed, it may be assumed that this may be the case for many decades, just as there are continuing arguments about the relative values of the humanities, sciences or professional education. Unanimous endorsement of all forms of university adult education is not to be expected, nor would it be desirable. But feelings have altered to a significant degree. For example, every university president interviewed believed that his staff colleagues look on adult education in the university with more respect and confidence than they did formerly.

President N. A. M. Mackenzie, of the University of British Columbia, dealt with this topic in his 1952 report:

This work was not considered a responsibility of universities until recent years and there are still many who have reservations about the extent of the university's present involvement. Some worry about whether we are spreading our energies too thinly and some worry about the worthwhileness of the effort. To me the issue is perfectly clear.

... There is in our country no institution other than the University with so many of the attributes or so many of the qualified persons to carry out this work. The public has come to expect the Universities to do it and we have only the choice of doing it - and doing it increasingly well - or of neglecting it - to the jeopardy of both our self-governing institutions and our public support.

It was not so long ago that an attitude of open hostility was fairly common. Twenty-five years ago, the work was viewed by some as a kind of "bootleg operation", selling a priceless heritage in an underhand way to those who could never make good use of it but who wanted only its trappings of prestige. Dr. W. J. Dunlop, who served as Director of Extension at the University of Toronto from 1920 until 1951, reports that he was able to observe a growing respect for his Department all through these years. But he still remembers vividly an encounter on the street with a well-known professor, back in his second year as Director. This man took him by the arm and said in the most kindly way, "I like you, Dunlop, but I detest what you are doing"!

A similar experience has been noted at other universities, both in Canada and the United States. President Butler of Columbia University wrote in one annual report, "The summer session and later, University Extension, were both started without any considerable measure of University understanding or sympathy". Speaking about the development of these activities, James C. Egbert, then Director of the Extension Department at Columbia, said: "The academic public looked upon it with disfavour and even abhorrence, as unfit for the company of the elect. Today education for adults is being regarded with favour even by those who at one time were severely unfriendly to its progress". Morse A. Cartwright, then of the Carnegie Corporation, observes that negative attitudes were once widespread:

In 1924, it should be stated frankly, university extension was definitely outside the pale of academic respectability. The current faculty pose was to regard extension as the illegitimate offspring of universities and colleges, and either to hide its existence as much as possible, or to heap objurgations upon its head. 11

However, time has brought some modifications. The chief factor in this change seems to be that a large number of staff members have themselves taken some part in extension work. Dr. Dunlop found that, as university faculty members were consulted about courses, as they began to plan the curriculum, and to teach adults, they showed an increased interest in the Department and modified their views about the quality of work that was being done and that could be done. Now, as then, the work of adult education seems to be most favoured by staff members who have first-hand experience of it. University presidents and some deans whose administrative responsibilities bring them into close touch, generally display concern and give support. It is a significant fact that every single faculty member interviewed, who had had any close and regular relationship with adult education, was decidedly favourable to it. It seems to be true that the greatest opposition is found where the faculty member has had little or no direct relationship with this work in the last decade or so. However, while the shift in attitude is unmistakable, it may not have gone as far as some might assume. Last year at a conference in the United States, a blunt-spoken Dean declared, "I have visited every university in my state. Without exception every president told me that he and the faculty are fully convinced that adult education

is a primary responsibility of the university. And every one of them is a liar: I have seen what goes on in their universities and have talked with their faculty members".

One would expect that there would be some opposition, even if all of the work done with adults were of the highest quality. No change ever comes about in any university without vigorous and valid questioning of the new. As long as universities have been in existence, there has always been a degree of scepticism about the value of any new subject or discipline. When, for example, in the Middle Ages some men urged that studies ought to be taught in addition to the trivium and quadrivium, the proposal was regarded as insolent. When, in the 19th century, the University of London began the lecture system (a practice that had been developed in Scottish universities), and also offered a curriculum with a breadth characteristic of German universities, the men of Oxford and Cambridge were quick to protest. The new curriculum was described as "a sort of bazaar in which wares of all kinds are heaped together for sale on stalls independent of each other".

Resistance to change, whether desirable or undesirable, is just as common today. Speaking before the National Conference of Canadian Universities in 1930, on the subject The educational value of the study of literature, Professor R. S. Knox, of the University of Toronto, said:

I would now turn to assail an attitude to the study of English literature which is still shown by some classical scholars who have become arrogant rather than wise. It is a tendency to doubt the necessity and the value of English as a university study. Even in Oxford of my day there was a certain suspicion of the English School: our work was by some regarded as rather an amateurish sort of business: books which everybody could read could scarcely be placed alongside those which only scholars could read. 12

Each time a new discipline or a new subject has come up for attention, it has been the occasion for renewed misgivings. At the 1930 NCCU meetings, Professor F. H. Underhill spoke in a manner which, while highly amusing, did not hide his seriousness of purpose, on the subject, Commerce courses and the arts faculty:

I believe that the rapid growth of Commerce courses in particular in our Arts faculties is a threat to the effective maintenance of the whole spirit of a liberal education....The sooner Commerce leaves the parental Arts roof and sets up professional housekeeping on its own, the better it will be for the intellectual and spiritual health of the parent....Let our Commerce schools take a lesson from our Faculties of Engineering. So far as I know our Engineering schools provide no problems. They do the work that they profess to do well, and they do not profess to do anything more than to turn out barbarians who can build bridges. Let our Commerce schools be equally honest. 13

And in 1955, in a report published by the Social Science Research Council, entitled Psychology in Canadian universities and colleges, Professor Robert B. MacLeod describes the slow process by which "psychology" has become accepted:

Twenty-five years ago psychologists were regarded as peculiarities by representatives of the older disciplines. To-day they are generally accepted by the academic community, although in some cases they are still "second class citizens"....In a few instances, particularly in some of the more tradition-bound institutions, one could note evidences of active hostility....In a few institutions, psychologists have had to battle against what seems to them to be blind prejudice....[My] considered judgment, nevertheless, is that Canadian psychologists have won the fight for academic status and that they need no longer feel this as a source of anxiety. 14

Since from the earliest beginnings university men have been cautious about admitting

any new candidate to academic recognition, one can readily understand that an enterprise as strange as adult education sometimes appears, might be expected to endure a lengthy probation period. The degree of acceptance seems already to be greater than one might have anticipated.

Nature of the opposition.

We have stated that some resistance to the education of adults in the university was to be expected because of its generally cautious attitude to new departures. In making this point, however, there is no suggestion that all opposition is the product of apathy or inertia. Some of it is positive and is based on strongly held views. It is not now likely that any Canadian university would take official action to exclude adult services completely. And few faculty members will make a public statement of their misgivings. But they will, and do, speak privately of their apprehensions, and the points they raise are worthy of attention. Stated in summary form, concern is of the following kinds:

- i. The university cannot do everything; it cannot "be all things to all men". University resources are limited and if we are realistic we will acknowledge this fact. Accordingly, it is the part of wisdom for the university to concentrate its attention on what it has done well in the past, and what it is now established to do.
- ii. Staffs are already over-worked. How can they be expected to do any more? The growth of adult education may seriously affect research, writing, and teaching. And money needed for research may be diverted to less worthy activities.
- iii. "Popular" education always leads to vulgarization and the abandonment of high standards which the universities have laboured for so many centuries to attain.
- iv. Some adult education activities already established are trivial and this brings the whole university into disrepute and leads to public misunderstanding of its services.
- v. Some adult education activities carried on by universities have been thinly veiled propaganda for a business interest, or for government or labour, or some other special point of view. The responsibility of the university for free enquiry has been obscured.

All of these changes, particularly those which concern "standards" for adult education, will be considered later at some length.

Arguments in favour.

Many of those who are well informed about adult education in the university have a different view of it. The points they raise include the following:

- i. Adult education activities have made the university known to thousands of men and women who otherwise would have no contact with it, who might perhaps even be antagonistic to it as an agency for a single "class" or an "elite".
- ii. Adult education activities carried on in places beyond the university campus have resulted in a considerable increase in student enrolment. (Both the University of Saskatchewan and St. Francis Xavier University report that this has been a very important factor in their enrolment through the years and more than a dozen other universities have indicated a similar experience).
- iii. In many cases the first "extension" work was provided for teachers, and the extension departments of the universities have made a notable contribution in reaching

those who live outside the city in which a university is located.

iv. An enormous amount of educational activity of high quality has been provided at relatively low cost by utilizing the resources that are found in universities.

v. When a new course, or department, or kind of professional training is being considered by a university, it needs a "home" while its values are being examined and while staff and facilities are being gathered. At some universities the extension department has provided the administrative and financial backing for these new ventures before they were fully accepted on their own merits. The arts faculty was once the parent to all new ventures, and still is to many, but increasingly this service is supplied by the extension division.

vi. Response to the provision of activities for adults by the university has been remarkable. Enrolment has gone up at an increasing rate. By some observers this fact has been cited as proof of the value of the programme offered.

vii. Many faculty men who have taught courses for adults have asserted that their skill and competence in teaching have been vastly improved in the process.

In his annual report for the year 1952-53, President N. A. M. Mackenzie, of the University of British Columbia, emphasized the opportunity and responsibility of the university in the light of present social conditions:

If we are to have and maintain a society in which every adult citizen is called upon to have opinions and vote on matters not only of local - but also of national and international - importance, and if we are to continue to live in a world that is inter-related so intimately as to regulate the standard at which we can live - and indeed whether we can continue to live at all, - some agencies must exist or be created to try to develop and obtain as great an understanding of the problems and nature of citizenship - in its broadest sense - as is possible. Also if we are to continue to live in a complex technological world that is changing and developing rapidly, we must have agencies to help keep the adult population informed about the changing world, and the implications of those changes both for their lives and livelihood. And finally, if we are to enjoy the real benefits of technological development, we must help multiply the opportunities for self development and individual satisfaction in the leisure time technology has made possible....

The demand for continuing adult vocational educational programmes raises some different but related questions. These were begun largely for the purpose of bringing to rural areas the fruits of university research, in producing, processing and distributing food. These programmes proved to be so successful that in very recent years teachers, business men, fishermen, trade unionists, and many other groups have been knocking at the university's doors asking that provision be made for them too, to have available to them under university auspices night courses, correspondence courses, short courses, and conferences, designed to keep them abreast of contemporary technical developments in their own fields. The fact is that we have developed no other agencies to do this work and the fact equally is that the universities possess most of the persons best qualified to do it.

In short, in my opinion, there is no way that the universities can avoid trying to meet this new demand, even if they wanted to. The community services rendered by the Department of University Extension are not only here to stay but are likely to increase markedly....The Extension Department has branched out and is rendering important educational service to... almost every section of the community, and at almost every level of adult education, from the casual lecture to the tightly knit credit course. To continue and further develop this work, we will need additional trained people and an increase in our budget.

University standards

As many see it, the most important question of all is, does adult education measure up to the standards worthy of a university? And, at the risk of repetition, it is necessary to consider several implications of this question.

Speaking in a symposium at the National Conference of Canadian Universities in 1953, Dr. C. H. Stearn, then Director of Extension at McMaster University, said:

It is the Extension Departments which in more recent years have laid themselves open to something akin to suspicion by the extreme generosity of their interpretation of the word "university"....The plain truth is that certain forces are abroad (pressures veiled under the innocuous and more familiar cliche, 'trends') which would remove all boundaries from the activities of Departments of University Extension. These insist that we "provide classes for any subject for which there is a demand, and for which an instructor can be found", (I quote from the credo of one Director of Extension I have met). I submit that, under such a policy, we might as well delete the word "university" from the title of our extension departments. 15

In this symposium, Dr. Stearn was speaking with some moderation as the Director of one such department. There are critics who have shown much less restraint.

Perhaps the most pungent criticism of university adult education comes from Abraham Flexner. In his book, Universities, American, English, German, after pouring scorn on professional schools and after condemning schools of journalism, departments of home economics and the Harvard Graduate School of Business Administration, he has a few strictures regarding adult education:

Culture cannot flourish in the feverish atmosphere of a university which draws no distinctions, sets up no criteria, and engages in every miscellaneous activity....What is one to say of the ideals of Columbia University when it befuddles the public and lowers its own dignity by offering extension courses to misguided people in "juvenile story writing", "critical writing", "magazine articles", "persuasive speaking". When strong, independent institutions, such as Chicago and Columbia, priding themselves on the assumption - unwarranted, to my thinking - that they set the pace for the unfortunates who derive their income from legislatures, are thus guilty, one cannot be surprised by anything that emanates from state universities....The hopelessness of America lies in the inability and unwillingness of those occupying seats of intelligence to distinguish between genuine culture and superficial veneer, in the lowering of institutions which should exemplify intellectual distinction to the level of the pedlars of patent medicines. 16

Many years ago, Cardinal Newman made a careful distinction between the pursuits that may be of interest and benefit to adults and the kind of education he felt should be the sole concern of the university:

All I say is, call things by their right names, and do not confuse together ideas which are essentially different....Recreations are not education; accomplishments are not education. Do not say, the people must be educated, when, after all, you only mean amused, refreshed, soothed, put into good spirits and good humour, or kept from vicious excesses. I do not say that such amusements, such occupations of mind are not a great gain; but they are not education....Stuffing birds or playing stringed instruments is an elegant pastime, and a resource to the idle, but it is not education; it does not form or cultivate the intellect. 17

Nothing is easier than to go on piling up quotations like these, the serious and frivolous alike. The implication of most such criticism is that there is a fixed and certain standard of university quality against which all activities can be measured. Anything that does not stand up to such rigorous examination should be eliminated from the university. This seems simple enough.

of folly and triviality are to be found today in the work which the universities are providing for the kinds of young students whose right to attend has been traditionally conceded.²⁰

During the present enquiry, no university and no single individual interviewed had any other thought but that the university ought to be concerned with serious and significant work, and there were many proposals for deepening, not cheapening, the content of adult education. But the inflexible application of some academic touchstone, as Flexner seems to suggest, and as a few members of Canadian universities have urged, hardly seems either necessary or possible. A standard or standards must be worked out, but they are going to require far more thought, far more rigorous definition, than some critics of university programmes of adult education have yet realized.

"University standards" has always been a subject of vigorous debate in the universities of the United Kingdom. Although some aspects of the controversy there are hardly relevant to Canada, a substantial part of it has a bearing on the situation in this country. Moreover, in Britain the issues have been debated publicly, over a lengthy period of time, and there have been many opportunities for counter-claim and rebuttal. There the questions at issue have been canvassed thoroughly, whereas in Canada they have received only occasional attention at NCCU gatherings, or have been discussed sporadically in college studies or at faculty tables.

The debate in Britain has the further virtue that it began where it should begin, with a consideration of the university itself, and its purpose or mission. This had been going on for decades but was intensified as a result of widespread public discussion of the Education Act of 1944, when attention was focussed on all aspects of the subject. The publication of such books as Red brick university, by Bruce Truscott, and The crisis in the university, by Sir Walter Moberly have had the result both of broadening and enlivening the discussion. Reference has already been made to Raybould's book, The English universities and adult education, published in 1951. The arguments advanced in this book have been challenged and reaffirmed with force and animation in the years since publication. Raybould's purpose was to examine the kinds of criticism directed at adult education in the university, and to establish criteria for work which could meet the most exacting university requirements. He reminded his readers that when public funds had first been granted for tutorial work through the W.E.A., it had been done on the condition that "the standard of work must correspond with that required for university degrees in honours". Based on his own wide experience with the three-year tutorial class, he lays great stress on thorough, systematic, continuous study. Recognizing that there are many standards within a single university, but reminding his readers that for intra-mural work there are minimum standards of admission, he states that work done by adults will never be worthy of the university unless the student is engaged long enough, under suitable guidance, to form habits of study, and acquire the skills of critical writing and speech in relation to a significant subject or subjects. Raybould casts considerable doubt on short courses of various kinds unless offered for those who have already graduated. He does not argue that they are lacking in any value, but that they are not a suitable activity for a university.

These opinions were at once accorded a good deal of support. But they were also fiercely assailed. Some argued that the length of a course has little to do with its quality and that Raybould's method of screening would eliminate the best along with the worst in the university's adult programme. Others, notably Professor R. D. Waller, of the University of Manchester, claimed that the attempt to make decisions of this kind by some arbitrary measure was bound to fail. Said Waller:

...The people whose work best embodies "University standards" are the people who can rarely be heard to talk about them. Standards are implicit in their integrity as University scholars....University work is what University men do. I believe in the long run there is only one satisfactory way of marking out the sphere of the Universities in adult education - and that is to say that it is work done in that field by University teachers with the full knowledge and sponsorship of their University....If people who act in the name of a University do not possess, or are not called upon by their University to acquire the seriousness of purpose their duties require, no regulation or books about standards will ever make any important difference to their work. 21

Neither in England or elsewhere is there agreement about any single standard or set of standards that would be quite satisfactory in helping a university judge what its work with adults should be. Not yet is there a clear answer to Dr. Stearn's plea:

I come to what is the most perplexing problem of all those faced by the Director of Extension....What should be the attitude of the Extension Department to certain kinds of courses frequently requested....Can we agree upon some kind of a test by which we may determine whether an Extension Department should sponsor a given course? On what grounds should we justify the courses we offer?

However, it is sometimes useful in understanding a problem to note the particular points of stress. What are the specific charges laid against adult education in the university? How far are they substantiated? And do our answers to these questions help us in making judgments about desirable practices? The charges have already been summarized; it is now necessary to examine them in greater detail.

1. Courses are trivial.

We have already noted the charge that much adult education is not worth serious consideration. Canadian critics, in discussing this assertion, usually make one of two points. It may be that they or their colleagues have at some time been called upon to deliver lectures to audiences that neither appreciated them, nor could profit from them; or they deplore what is sometimes described in that hideous term, the "artycrafty" content of some adult education.

Let us deal with the charge about lectures first. It used to be common practice to send lecturers around to groups in the university community or to communities outside. We have noted that in the early days of the Extension Department in Alberta, these lectures were a feature of the programme. In speaking of them in 1930, Dr. E. A. Corbett, then Director of Extension, did not defend them on educational grounds, although he claimed other values:

Perhaps the most important part of the work is the contact established with country people by means of travelling lecturers....We do not pretend that this had any great educational value. It may be that the day for that particular kind of work will disappear with pioneer conditions. Meanwhile it would appear worthwhile in this way to strengthen the morale of the people, and lighten the burden of loneliness and discouragement that is the inevitable accompaniment of frontier life. 22

Many writers have noted that a lecture, given to a general audience of individuals who may vary widely in interest, knowledge, and experience on the topic, is a waste of time alike for "him that gives and him that takes". It is equally clear in examining the programme of universities today that "the day for that particular kind of work" has disappeared. The social purpose, that Dr. Corbett speaks about, is now, in most parts of Canada, served in other ways. Speaking in 1953, Dr. R. C. Wallace stated what by then was quite generally accepted: "There is little place in university extension any more for the single unrelated lecture, with no beginning and no follow-up. We are not interested in merely filling in time at a luncheon, a dinner or a social evening".

A professor who has been exposed to the general embarrassment that arises on such an occasion is naturally disgruntled. But he should not draw the wrong conclusion. This experience should not be considered as a characteristic of university adult education. Such isolated lectures, with rare exceptions, are no longer felt to be any responsibility of the university.

In the field of arts and crafts it is not so easy to be definite. However, there is something approaching unanimity on one point, that most of the arts and crafts, offered simply as recreation, can be as well handled by voluntary organizations or boards of education as by the university. A substantial majority of those who commented on this question gave it as their opinion that the university should, wherever possible, leave this kind of programme to others. A minority disagreed, however. They urged that the university has a fine opportunity to provide a service of genuine cultural significance in cities and towns all over Canada. They claimed, for example, that the cultural life of nearly every community of Alberta has benefited directly from the work of the Banff School of Fine Arts, that these communities are different places in which to live than they used to be, and that drama, art, music, literature, are now part of the everyday lives of thousands of people who had never previously known them and who would otherwise still be deprived.

But what of the higher ranges of the fine arts, well beyond the novice stage. And what about a place for the arts in a liberal or humane education.

Again, most of those consulted would accord the arts some place in the liberal studies or humanities, both in degree work and non-credit work. Moreover, nearly every Canadian university, either in special institutes or in the extension department, is making a more adequate provision for the arts. At the same time it is a curious fact, not often commented upon, that one encounters considerable hostility to the inclusion of the fine arts in a university programme. (These attitudes are just as likely to be encountered in the arts faculty as the engineering school. The view already quoted from General education in a free society does not seem to be deeply held in Canadian universities).

The question of whether artistic skills should be taught and practised poses a problem for some. This is best illustrated from Dr. Stearn's paper:

What should be the attitude of a university, and therefore of its extension department, to (the Fine Arts) Indubitably they belong to programmes of cultural development, but at what point and under what conditions should a university undertake to teach them? During recent years there have grown up, under the aegis of Canadian universities, organizations, in some cases on a large scale, in which instruction is given in the different branches of the Fine Arts just mentioned, the emphasis being largely on the practical or technical aspect of these arts.

I have sponsored, and do sponsor in my modest way, similar courses in the extension department of my own University, and am not adopting here by any means a holier-than-thou attitude. But I confess to a growing uneasiness about the teaching of technical skills, and I think that the universities as a whole should do some further serious thinking on the matter....

At the university (and so adult) level, the teaching of skills, as also the provision of forms of diversion, even creative diversion, for their own sakes, should always follow, not precede, the intellectual approach. The extension department does not exist primarily to teach skills. Its first duty is to awaken and increase intellectual interest in a subject, to proceed further by courses in its history and appreciation, illustrated if necessary, by practical demonstrations, and thereafter, only as a sort of laboratory adjunct, to train or school in the art itself. For example, a university shall teach music appreciation and the history of music, rather than

give lessons in the different musical instruments. Please note that I am not in any way questioning the value of these practical courses; I merely ask whether these are the province of the university, and not rather of the technical schools or private studios. And (let me further add) I am suggesting an enquiry rather than bringing in a report.

No such enquiry has been conducted but one can share Dr. Stearn's concern with the problem. However, several teachers in the fine arts complain that the very question Dr. Stearn asks, indicates that he is not fully aware of the dimensions of the problem he is raising. They claim that one cannot separate theoretical and "liberal" aspects of the fine arts from the skills as easily as Stearn seems to believe, and that a student benefits most from the cultural impact of an art, as he learns to practise it.

2. The university caters to special groups.

In his speech to the National Conference of Canadian Universities in 1930, Dr. W. J. Dunlop said that the university had been the object of some suspicion and some criticism because of its sponsorship of classes for workers. Occasionally, the university still encounters hostility because short courses for trade-union leaders have been held on university premises with the co-operation of the university or at least of its extension department. However, it is just as common to hear from a trade-union meeting that the university is a "class" institution, that its board of governors is completely dominated by business men, and that the university is conducted in the interest of the business community.

The complaint is also made that the university ignores the interests of some groups. For example, farm leaders interviewed in many parts of Canada have stated that the university takes little or no interest in their welfare beyond the teaching of agricultural courses. They maintain that subjects other than agriculture (business management, for example) are of as much value to them as to the trade association or union. Resolutions passed at recent farm organization meetings have requested universities to offer further courses for farm leaders.

What then of the charge that adult activities serve too often for the propounding of a class or group point of view. The Manitoba Royal Commission on Adult Education warned:

Adult education is apt to involve the standardization of information and propaganda; the university has a special function to offset these tendencies....Administrators may be attracted to the advantages of publicity from adult education as a means of influencing the public and the legislators and of securing funds, and may fail to appreciate the significance of advanced work in research. University aims are obscured, a belief in stereotypes is developed, and it becomes impossible to maintain the freedom of the open mind. University administrators become exposed to new burdens and encroachments are made on the work of scholars. It is necessary to set up a buffer to avoid the misuse of funds for propaganda purposes. In the main, adult education has tended to fall into the hands of those who do not command the respect of scholars and are looked upon with suspicion by them. Both scholars and the public look upon them as concerned with vested interests, including parties, governments or their own positions. Bringing the university to the people may become a pick-pocket device which the public ought to suspect. As a part of the university machinery designed to impress legislators with the necessity of supporting the university, adult education may become a device to fool the public and the university administration. University extension courses may serve as a buffer to relieve pressure on other courses, but the cost must be carefully considered. 23

These are strong words. The charge has never been thoroughly considered in Canada, but on the few occasions in Britain and the United States when it has been investigated, the conclusion reached was that "adult education within the university has not been diverted to partisan ends or to deliberate misrepresentation". The late Harold Innis was deeply

concerned with this problem, and with the effect of the spread of adult education on the university itself. In his book, Political economy in the modern state, he levels his sharpest rebukes at university presidents and boards of governors, who, he charges:

have been known deliberately to torture scholars and students in the interests of political demands....to interfere with the content of courses in the interests of particular groups or classes, political parties or ecclesiastic organizations....

Various well-meaning business firms have been actively sponsoring institutes and courses of particular interest to themselves or to what they allege is the general interest of business. For example, industrial relations institutes have been put forward with much unction, but even a university can see that these may very easily become devices for buying the prestige of a university in the interests of capital. Labour groups will be certain that they are precisely such devices, and whatever may be the results of such organizations, the universities will be charged as one of the kept institutions of capitalism. The attempt of business men or of labour or of any group to dictate appointments, type of research, conditions under which the results of research shall be made available, and course of instruction, in the case of state universities, is an attempt to twist the use of public funds in particular directions and to destroy the confidence in, and the prestige of universities....Business and political exploitations of universities by bribes reflects a complete inability to understand that universities honour donors and not donors universities. The impression that universities can be bought or sold, held by business men and fostered by university administrators trained in playing for the highest bid, is a reflection of the deterioration of western civilization. 24

There is no particular problem when an outside organization initiates an activity on its own. But, it is a different matter when a business group, a trade-union, or a farm organization asks the university to "jointly sponsor" a course. For example, a labour council may ask for a one-week course for trade-union officials. Naturally enough, the union will already have some ideas about the curriculum to be followed. Much of it will have to do with the management of the trade-union, how union contracts can be negotiated, how grievances can be handled, and similar concerns. On the face of it this does not seem to be a matter for the university. But, and this is increasingly common, a union may also want such broader courses as human relations, psychology, economics, industrial history, politics. And it will insist that these subjects be taught by people who are well-informed, can maintain attention and stimulate study on the part of adult students, and, in general, are not out of sympathy with the cause of organized labour. Business groups wishing to arrange for a similar course will have similar kinds of objectives and preferences. Both the business group and the trade-union group will tend to question how much a university professor knows about their field of interest and how ably he can teach. They may want to choose some or all of the staff members for the course.

There is nothing peculiar, or sinister, in the fact that such preferences are expressed. The outside group may even be right in questioning whether the university can supply suitable staff; such men are not too plentiful anywhere. But if the university accedes to all of these requests, if it has no part at all in developing the curriculum, if none of its faculty takes any part in the teaching, what justification is there for having the programme under academic rather than union or business auspices? The university has more responsibility than the renting of rooms or the provision of services, or a cheap residence. Under what conditions can the university assist with the organization and conduct of such courses and ensure the desired objectivity?

In a recent meeting of the Directors of University Extension of the four western provincial universities, some agreement was reached, at least on what might be minimum requirements:

- i. that at least one member of the faculty shall always participate in the planning of the curriculum of any such course.
- ii. that some at least of the teachers for such a course shall be drawn from the university faculties. (A proportion of not less than fifty percent was favoured).
- iii. that study material shall not support a single point of view, but that reading lists and library facilities shall be available to provide a broad background for the subjects to be covered.

3. Adult education is too materialistic.

The charge is sometimes made that adult education as practised in Canada is simply another form of trade training, that it is concerned solely with helping men and women reach higher economic standards, that it is materialistic in conception. The critic is likely to refer to the large number of evening programmes that have to do with jobs and vocational skills. Or he may point to statements which emphasize that adult education should usually start with the chief interest or concern of an adult, which often means something to do with his livelihood. He may, for example, quote from a statement of aims of St. Francis Xavier University:

- The first principle is the primacy of the individual.
- The second principle is that social reform must come about through education.
- The third principle is that education must begin with the economic.

For those who call such an approach materialism, Dr. M. M. Coady, for many years Director of Extension at St. Francis Xavier University, gives his own answer:

Education starts with the economic, but it soon goes far beyond. Bread comes before beauty....We have no desire...to create a nation of mere shopkeepers whose thoughts run only to groceries and to dividends. We want our men to look into the sun, and into the depths of the sea. We want them to explore the hearts of flowers and the hearts of fellow men. We want them to live, to love, to play and pray with all their being. We want them to be men, whole men, eager to explore all the avenues of life and to attain perfection in all their faculties. Life for them shall not be in terms of merchandising but in terms of all that is good and beautiful, be it economic, political, social, cultural or spiritual. They are the heirs of all the ages and of all the riches yet concealed. All the findings of science and philosophy are theirs. All the creations of art and literature are for them. If they are wise they will create the instruments to obtain them. They will usher in the new day by attending to the blessings of the old. They will use what they have to secure what they have not. ²⁵

4. There is too much dependence on gadgets.

A professor in an eastern university recently remarked to the writer, "You people in adult education are all the time fooling around with gadgets, radio and movies, and now that monstrosity, television". He was exceedingly scornful because extension departments have given some attention to radio and motion pictures. One could dismiss this as the reaction of a single individual, but one would be wrong to do so. Such an attitude is not uncommon on many campuses. Sometimes it indicates little more than a reaction to forces and developments in which the professor feels he has no part or competence and therefore perceives as a threat. But sometimes it is accompanied by a whole complex of fears about the possible evil consequences of the mass media. The inevitable result of their spread, it is feared, will be to degrade, not to raise, public taste by reducing all literature and art to the lowest common denominator. Men and women will become "propaganda prone", and they will be victimized by those who own and control the chief means

of communication.

These views have been expressed many times. Nor can the charge be easily dismissed; much of it seems to have some support from our own experience. But surely this is a subject for searching critical enquiry, not for shallow ridicule and invective. Surely there is little to be gained by withdrawal, by a refusal to do anything about the "mass media" except scorn those who are trying to understand them and to use them in the interests of education. Even if one thought such an attempt was doomed to failure, would it not be necessary to make it?

Among university men who have had the most experience with the use of movies, radio, and lately, of television, one does not find such pessimism. Rigorous questioning is common enough, but there is neither opposition nor apathy. Many believe that new possibilities for the university are just beginning to open up.

As noted earlier, there is a long tradition of resistance to any change affecting educational practice. It is amusing to us now to remember Alexander's rebuke to Aristotle: "You have not done well to publish your books of oral doctrine; for what is there now that we excel others in, if those things which we have been particularly instructed in be laid open to all". But centuries later, Cardinal Newman could see little gain and much danger in the widespread distribution of books. "What the steam engine does with matter", he wrote, "the printing press is to do with the mind; it is to act mechanically, and the population is to be passively, almost unconsciously enlightened, by the mere multiplication and dissemination of volumes".

But eventually the easy availability of books to all who sought them was accepted by scholars, most of whom could not now conceive of education or culture worthy of the name without books of all kinds. So much are we conditioned by our own training, that few scholars in Canada have paid much attention to the exceedingly critical things that Professor Innis had to say about the disadvantages of a book-culture as against an oral culture. It is conceivable, though far from certain, that radio and television may yet restore some of the values of an oral culture which Innis has described. One can easily imagine that certain philosophers and scholars of the Middle Ages would have been fascinated by television, with its "intimacy", as well as its possibilities for the widespread diffusion of ideas.

In any event, there seems no justification for asking whether a university should resist the use of the mass media for communicating with adults. The mass media are now established and disapproval cannot alter that fact. What needs to be asked is, what are the conditions under which the mass media can be employed with a result that is educational? How this may affect television will be considered later.

5. The teaching load is already too heavy.

Perhaps the most forceful criticism of adult education in the Canadian university is that it adds another burden to a schedule that is already crushing. How, it is asked, can a man continue in the mastery of his subject, conduct his present classes, and take part in the business of managing the university, and do all these things well, if he must also be obliged to spend long hours at night, or in his vacation, doing extra teaching? It was the possible distraction from the hard task of research that Professor Innis felt so keenly about. In his view, far too many distractions exist already and the burden of adult classes could be a threat to the serious scholar. (His further concern that money needed for research might be drained off into adult education seems to be not at all justified).

Of course there is point to this. No man should be asked to do anything extra if it is likely to jeopardize the quality of his present work. But this does not mean that the problem of over-work can be eliminated by dropping courses for adults. If it is true that adult education is a responsibility of the university, then a professor ought to judge it just as he would any other aspect of university life and work. If he has a heavy burden of undergraduate teaching, he does not automatically refuse to consider graduate teaching, or his own research, or working on university committees. These are all important matters and the individual must decide what proportion of his time he should afford to each. He may choose to devote little or no time to one or more of these tasks. But he does not try to solve his problem by ruling out any one on principle. So it is with adult education. He may conclude that because of commitments, or because he is lacking in interest, experience or competence in teaching adults, he can give no time to the task. But he would not dismiss it as unworthy of consideration.

6. The motives of adult students are unworthy.

It is sometimes claimed that adult students are not at all interested in education, but in gaining, as quickly and as cheaply as possible, some of the prestige associated with the university. A higher income, not higher education, is what they seek. Undoubtedly both these charges are true of some adults just as they can be applied to some undergraduates, and to students in the professional schools. Most students when interviewed will give as the first or second reason for entering college the economic advantage of a college education. However, for many adult students there are no academic credits or degrees, and whether they persist in study or not depends not so much on extrinsic rewards as on the day-by-day satisfaction they receive from learning and "growth".

Again, adult students are sometimes criticized because they fail to see the significance of pre-requisite courses and balk at the idea of taking long months of preparatory work. Adults have often been turned away from universities for refusing to undergo special preparation. Sir Winston Churchill has recorded why he did not go to the university:

I had the idea that I must go to Oxford when I came back from India. I was, I expect, at this time capable of deriving profit and enjoyment from Oxford life and thought, and I began to make enquiries about how to get there. It seemed that there were, even for persons of riper years like myself, examinations, and that such formalities were indispensable. I could not see why I should not have gone and paid my fees and listened to the lectures and argued with the professors and read the books they recommended. However, it appeared that this was impossible. I must pass examinations not only in Latin but also in Greek. I could not contemplate toiling at Greek irregular verbs after having commanded British regular troops, so after much pondering I had, to my keen regret, to put the plans aside. 26

Admission requirements have changed, but some adults still question how effective they are in the selection of adult candidates for further study.

We will note later some attempts to suit requirements and curriculum to the interest, experience and capacity of adults.

Other criticisms

Surprisingly enough, one seldom hears now two charges which used to be commonly made.

It is now generally accepted that adults have the capacity to learn and can benefit from higher education. It used to be argued that the ability of older people to learn was seriously impaired and that higher education for adults was a waste of money and talent. This erroneous and damaging myth has not yet finally been laid to rest, but its effects are not so gross as in former years.

Another common form of criticism was that the work of an adult student must always be inferior because his studies were carried on at night, after long hours of toil. No one would deny that some subjects require thorough, regular and concentrated attention. Students, whether youthful or mature, cannot be successful, unless they are able to apply themselves systematically to the task. But the problem here is application, not age nor vocation. The results achieved by evening students, and by adults generally, in studies requiring concentrated effort, bear this out.

Excellence

In reviewing the opinions that have been expressed, three conclusions seem justified:

- the education of adults is an abiding function of the university, consonant with its other functions of undergraduate and graduate teaching and research.
- each university must choose what adult services it will provide.
- minimum requirements for admission to credit courses, to which students of any age are subject, are found everywhere. But there are no general university standards applicable to adult education.

To some this lack of university standards seems more of an asset than a liability. Professor George Grant, of Dalhousie University, has written that one notable attribute of adult education is that it is not bound to specific subjects or fixed academic requirements. More than one observer has pointed out that the greatest achievements have never come in the universities where strong views have been expressed about "what is academically respectable". Precisely the opposite has been claimed: those universities where imagination and willingness to experiment are most characteristic, have also shown the greatest concern for excellence.

One might assume that a university should provide for adults exactly what it provides for young people on the campus. But a moment's reflection may lead to a different conclusion. Each undergraduate course was planned with the needs of students in mind, and the subject matter was selected and carefully woven into sequences of study. But, except where adults enrol for the regular credit programme, to take such a course and offer it unchanged to older people who have markedly different experiences and needs is something else again. This is to deny, not maintain, the best tradition of the university. In entrusting his vast fortune to the officers of the foundation he created, Andrew Carnegie enjoined them to best serve his purpose by using their own judgment whenever, in the future, changing circumstances would require a new attack. Likewise, the highest university standards will be upheld by university men, who will apply their learning and intelligence to the forms and qualities of higher education, as required by the altered circumstances of modern life.

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Chapter III

A CENTURY OF GROWTH

We usually conceive of adult education in the university as a relatively recent phenomenon. Certainly it was a matter of little concern in mediaeval times and Rashdall¹ scarcely mentions it. But for almost a century now, first in England and then in America, universities have been giving special attention to the needs of adults. It is therefore important to give some thought to origins and development. In this brief review we will note a few salient points:

- a) Services for adults were begun by universities long in advance of certain other services.
- b) These services have grown and expanded markedly throughout the western world since the end of World War I, and may be expected to increase.
- c) Each new development in adult education has been marked by extraordinary enthusiasm on the part of its proponents and has been met with indifference or criticism from other members of the university faculty.

It is customary for a review of a Canadian institution to give some account of influences from Europe and the United States. Such a procedure is certainly necessary in discussing Canadian adult education and we shall therefore describe developments in British and American universities. However, while their impact has been felt in Canada at several stages, we will see that the chief activities in Canadian universities have resulted from local initiative and ingenuity when faced with local problems.

Great Britain

The social ferment that in 19th century England brought about such revolutionary changes as the abolition of slavery, the broadening of suffrage, the rise of trade-unions, the beginning of social settlement and other forms of welfare work, produced, as one other manifestation, the "university extension movement".

Throughout the century, social reformers talked about the necessity of providing education for men and women who in childhood had been denied it because of the accident of birth or circumstances. Moreover, new social classes, particularly the organized workers, were steadily growing in power. How was this power to be exercised? With wisdom and restraint, or must social change come through violence?

Men from the universities began to lecture to middle class and working class audiences. Starting about 1823, the Mechanics' Institutes, designed "to give scientific instruction to artisans", had been carried, mainly by university men, to many industrial centres in England. In mid-century, some thoughtful leaders associated with the movement, such as F. D. Maurice, felt that its original purpose was being lost. With one or two exceptions, the Institutes did not attract the industrial workers, but served instead clerks and shopmen. And, all too often, their main activity had become the provision of popular lectures and social activities. Maurice felt that the result was rather to "graze the surface of men's minds than penetrate into them". Accordingly, with the assistance of such men as Ruskin and Kingsley, he organized the Working Men's College in 1854.² The success of this institution, which celebrated its hundredth year of service recently, was a considerable stimulus to the university extension movement, and later, to the Workers' Educational Association.

As early as 1850, William Sewell, fellow and senior tutor at Exeter College, Oxford, had written a pamphlet entitled, Suggestions for the extension of the university. The

pamphlet dealt with the question, "Though it may be impossible to bring the masses requiring education to the university, may it not be possible to carry the university to them"? Sewell's proposal was earnestly discussed for some time, but nothing came of it. However, in 1855, Lord Arthur Harvey published a lengthy article, A suggestion for supplying the literary, scientific and mechanics' institutes of Great Britain and Ireland with lectures from the universities. Again the measures proposed were not adopted, but the interest aroused by this paper resulted in the establishment of university centres for local examinations, first for adults and then for young students.

James Stuart, a professor of Cambridge University, was in these years spending considerable time in popular lecturing. A few months after taking his degree from the University of St. Andrews in 1859, he had decided to follow two objectives: "First, to make the University lectures generally open to all the colleges, and of a more interesting type, and second, to establish a sort of peripatetic university, the professors of which would circulate among the big towns, and thus give a wider opportunity for receiving such teaching". Stuart's own efforts were first directed to teachers. In 1867, under the auspices of the North England Council for the Education of Women, he gave eight lectures on astronomy in each of the four cities. Stuart had already concluded that the single lecture was of limited value and he attempted, wherever possible, to give his work in courses, with a printed syllabus, and followed by examinations.

In 1873, Stuart made a vigorous appeal to Cambridge University, urging it to adopt the scheme of university extension which he had already tried out in the North, and to organize teaching centres as well as lecturers. The University appointed a Syndicate to consider the proposal and, after lengthy study, this body reported favourably. Accordingly, in October, 1873, the first extension courses under Cambridge University were given by three fellows of Trinity College, in Nottingham, Derby and Leicester. In the following year, other lecturers were appointed and the Syndicate reported that the experiment was successful enough to warrant the establishment of university extension as a permanent policy. This was done and Professor Stuart remained as secretary in charge until 1875. In 1876, the London University Extension Society was founded and in 1878 Oxford adopted an extension programme. Then, as new universities were established, each in turn developed a somewhat similar kind of service.

One very important consequence of this work was the creation of university colleges, some of which eventually became universities:

The Firth College at Sheffield (1879) and the University College of Nottingham (1881) sprang directly out of the extension work carried on in these cities....The University College of Reading (1892) was first founded as a University Extension College, and the Royal Albert Memorial College at Exeter...originated in the Extension work of the University of Cambridge....³

Secondly, as a result of university extension in the latter years of the century, many teachers and others were able to proceed with higher education who would otherwise have been denied the opportunity. Moreover, the example and influence of university extension tended to support the many attempts to organize educational classes for adults, by local educational authorities, in the co-operative movement, in such religious bodies as the Society of Friends, and in the trade-unions. University extension also encouraged the provision of more adequate libraries.

Of course, there were difficulties and disappointments. The response was seldom as great as was anticipated. More middle class than working class students took advantage

of the courses. Those who benefited chiefly were women for whom few opportunities for higher education were available. Although this was an accomplishment in itself, it was not the primary purpose. From the very beginning, there was some apprehension about "university standards". Stuart had argued that well-planned courses of some duration were needed. But not every one agreed:

Two conceptions of University Extension have, in fact, been present... from its origin. The one, which is associated mainly with Cambridge, has looked primarily to the promotion of serious study. The other, which was perhaps the note of the Oxford movement, has been concerned mainly with the stimulation of intellectual interest. Both ideas are valuable. But, on the whole, university extension lectures have realized the second more successfully than the first.⁴

The 1919 Report goes on to comment on the quality of work and some of the reasons for inadequacies:

The conditions which hindered their success among working people have partly been identical with those which have lowered their educational value. Extension lectures have tended to be unduly discontinuous and unsystematic; class work has not on the whole developed to the extent originally intended, and there has been too little regular contact between teacher and students....the whole cost of the lectures must be met by those attending them and by local subscriptions. In order to pay their way, they must attract large audiences, and in order to attract large audiences, the lectures must be of a kind to appeal to a wide, even though superficial, interest.

By 1900, concern about these limitations was being expressed. Canon Barnett, who had had considerable experience with the extension classes of the University of London, urged that "the true type of adult education is to be found in the tutorial class, limited in numbers, but which will provide far more thorough and systematic teaching than is possible in a course of lectures". With the founding of the Workers' Educational Association in 1903, this conception, shared by many others, was given institutional form. In 1907, a group of adult students in Rochdale asked Albert Mansbridge, the W.E.A. General Secretary, not for a series of lectures, but for a systematic course under university direction. Mansbridge took the request to friends at Oxford; the Vice-Chancellor named seven men from the University to sit with seven members of the W.E.A. This "joint committee of university and working-class representatives" studied the problem for some time. Proposals from a number of colleges were considered and there were eloquent speeches from representatives of workers' groups, notably J. M. Mactavish, a wheelwright:

I am not here as a supplicant for my class. I decline to sit at the rich man's gate praying for crumbs. I claim for my class all the best of all that Oxford has to give. I claim it as a right - wrongfully withheld - wrong not only to us but to Oxford. What is the true function of a University? Is it to train the nation's best men, or to sell its gifts to the rich? Instead of recruiting her students from the widest possible area, she has restricted her area of selection to the fortunate few. They come to her not for intellectual training, but for veneering. Not only are workpeople deprived of the right of access to that which belongs to no class or caste, but Oxford herself misses her true mission, while the nation and the race lose the services of its best men. I emphasize that point because I wish it to be remembered that workpeople could do far more for Oxford, than Oxford can do for the workpeople. For, remember, democracy will realize itself, with or without the assistance of Oxford; but if Oxford continues to stand apart from the workpeople, then she will ultimately be remembered, not for what she is, but for what she has been.⁵

The Committee prepared the report, Oxford and working-class education, which has had considerable influence on the subsequent development of adult education. The report advocated that Oxford University should assist in establishing "university tutorial classes"

for the W.E.A. Thus began a collaboration between university and W.E.A. which soon spread to every university in England. A feature of the classes was that they were not popular lecture courses for large audiences, but were planned for relatively small numbers of students - not more than 30 - to pursue intensive study under university direction. The students undertook to attend classes regularly, for twenty-four sessions during each of three years, to read at home systematically under direction, and to prepare written papers. Another feature was that these classes, unlike university extension lectures, were supported by grants from public funds. The original grants were provided on the condition that the work be of a similar standard to that required for a university honours degree. In subsequent years, the partnership established between the Workers' Educational Association and the universities in the organization and conduct of these classes became the greatest single achievement of adult education in England.

In the years following, various Royal Commissions investigating education in both England and Wales all urged a great increase of university extension. The Royal Commission on University Education in Wales, 1916, observed: "We have no doubt that the work of the university outside its walls - the carrying of the university to the people - ought to undergo a great and immediate expansion".

A similar Royal Commission on University Education in London, 1910-1913, stated:

We are even more impressed by the true spirit of learning, the earnest desire for knowledge, and the tenacity of purpose which have been shown by the students. These men and women desire knowledge, not diplomas or degrees; and we think that no university...would justify its existence that did not do its utmost to help and encourage work of this kind.

But the most striking remarks on university extension in Britain appeared in the 1919 Report:

This growth of a desire for culture among adult men and women has prepared the way, as it seems to us, for something like a re-interpretation of the meaning and possibilities of a university education....an increasing number of adult men and women are seeking opportunities for education of a kind such as has hitherto been confined to intra-mural university students. Not all have the qualifications to attain it. But the criterion of a university education is the quality of the work which is done, not the place in which it is performed....In the future...[the universities] must look not only towards the secondary schools, from which they now draw their pupils, but to the world of men and women, who seek education not as a means to entering a profession, but as an aid to the development of personality and a condition of wise and public-spirited citizenship....The wider the range of experience upon which universities draw, and the more diverse the characteristics and aims of the students attending them, the richer is likely to be their intellectual life and the more vigorous their influence upon the community. Adult students... would bring a valuable contribution to the intellectual and social life of universities....But all that has so far been done to enable adult students to study in universities is still tentative and on a comparatively small scale. It requires to be developed, and systematized, and recognized as an integral part of the work of a modern university.

The Report in particular advocated that "at each university there should be established a department of extra-mural education with an academic head". With the publication of recommendations such as these, the universities, following World War I, continued to push out and deepen extension activities. All but one of the seventeen English universities and university colleges now have an extra-mural department, although several of these did not appear until after World War II.

United States

Herbert B. Adams, a professor at Johns Hopkins University, gave Americans their

first full account of English university extension, in a lecture to the American Library Association in 1887. The librarians present were exceedingly interested in the possibilities and some extension work began soon after in the public libraries of Buffalo, Chicago and St. Louis.

For many decades, however, work similar to university extension had gone on in the United States, in night schools and scientific societies. The "lyceum" movement, featuring popular lectures, had spread to many parts of the country after the founding of the American National Lyceum in 1831. The lyceums stimulated an interest in science and provided a platform for lecturers who favoured the establishment of free public schools. Some local lyceums later became literary societies, and many public libraries developed as an offshoot of the lyceums.

The Chautauqua Institute, founded for religious purposes, but carried on as an educational institution, was founded in 1874. With the organization four years later of the Chautauqua Literary and Scientific Circle, experimentation began with university courses carried on in the summer, "extension" classes in science, literature, music and drama, and with the development of book clubs, followed by the distribution of millions of copies of inexpensive editions of the classics. Bishop Vincent, its founder, proclaimed:

Chautauqua lifts up her voice in favour of liberal education for a larger number of people....Chautauqua would exalt the profession of teaching.... She would turn the eyes of all the people - poor and rich, mechanics, and men of other if not higher degree - toward the high school and the college, urging house-builders, home-owners, house-keepers, farmers, blacksmiths, bankers, millionaires, to prepare themselves by a true culture, whatever niche they fill in life, to be men and women, citizens, parents, members of society, members of the church, candidates for immortal progress. 6

Under William Harper, then professor at Yale, but later President of the University of Chicago a College of Liberal Arts was next established at Chautauqua. At first the summer schools were not lacking in critics, to whom Harper replied in his review of activities:

They read Greek and Latin as well, as intelligently, as do other college students. They read as wide a range of collateral ancient classic literature. They study mathematics....They perform more experiments in chemistry than the average resident college student. In physics, they read, observe, think, and make a report. On every part of the college curriculum they pass examinations, in the presence of eye-witnesses, and they prepare theses; all of which go on file in the [Chautauqua] University Office as proof of patience, fidelity and ability. 7

Extension work was going on in some of the universities at the same time, particularly in Johns Hopkins University, Pennsylvania State College, Columbia University, the University of Chicago and the University of California. However, as one observer noted:

Interest was confined to a relatively few men in each university who often taught in libraries or Y.M.C.A.'s. Though university men were involved in extension activity, the extension movement began independently of the universities. It was later taken up by the universities in response to public demand. The universities lagged rather than led in taking up this function.

However, by 1890, there existed in several eastern universities an interest in expanding the work with adult students. In that year the American Society for the Extension of University Teaching was organized in Philadelphia. Its first Secretary, George Henderson, was sent to England to study extension methods there.

The new Society printed courses of study and helped local centres with advice and by supplying speakers. Men like James H. Breasted, James Harvey Robinson, Woodrow Wilson, Hilaire Belloc and Graham Wallas lectured in its programme.

In September 1891, a national congress on university education was held in Philadelphia with many universities represented. A very favourable report was given of work in England. However, Professor H. P. Judson, of the University of Minnesota and later President of the University of Chicago, warned:

The English experience really counts for little so far as we are concerned. The conditions in the two countries are radically different... there is danger in indiscriminating imitation....We are going to have universities genuinely American, not pale copies of Oxford or Heidelberg. When we have groped our way to something substantial in University Extension, it is perhaps not unreasonable to expect that as a result of American conditions, it will have a peculiarly American shape.

Reports were presented showing that some forms of extension work were then conducted in twenty-eight different states. The reports were all notable for their enthusiasm and hopefulness. However, the work did not seem to be well-rooted. For the next fifteen years, progress was discouragingly slow and in some of the universities, where a beginning had been made, classes were discontinued. "By 1895", one report reads, "many of the universities had abandoned the work entirely or continued it in feeble fashion only". Interest petered out except in a few centres such as Columbia University. Many explanations have been given for this decline: lack of suitable extension lecturers, a poor financial base for the work, inability of professors to find time for this added teaching, increasing enrolment in regular courses, and the development of less expensive means of public education. Richard R. Price, Director of Extension at the University of Minnesota, observed:

...many of these efforts were in the experimental state and were undertaken without adequate financial provision and without thorough knowledge of the conditions or understanding of the real meaning of the movement. The universities also contributed to the unfavorable issue by inflexibility of their organization and by their unwillingness to adapt their methods to the needs and previous training of these adult students.⁸

This rise and decline is of some interest, as we shall note, because it was paralleled by experience in Canada, where a national conference was also productive of little but resolutions.

The extraordinary growth that has taken place in the extension movement in the United States is associated with developments in a few universities, notably Columbia, Chicago and Wisconsin.

At mid-century, Samuel B. Ruggles had written a pamphlet entitled, The duty of Columbia College to the community:

I expressly maintain that (the Colleges) hold a distinct relation to the community and...owe it... a peculiarly high and sacred duty - not only faithfully to discharge its trust, in educating individual students, but to discharge it in such mode, and with such vigor and intelligence, as to advance the moral and intellectual dignity of the community itself - to become an element in our social system, felt in all its workings, modifying the culture and elevating the character of all around us.⁹

Work for adults started early at Columbia University. One of the most influential trustees, William Betts, had been advocating as early as 1858 that the University should provide a form of continuing education for its graduates. In 1874, the student magazine, Acta Columbiana was urging: "If Columbia is to hold her position she must do something to educate the masses here in New York, and what better way can she choose than giving each winter and spring, a course of lectures in her own hall, by her own Professors". The lecture hall was soon provided and a year later President Seth Low was reporting that lectures which were "on a level worthy of the university, and were intended to instruct rather than to assume".

had attracted audiences averaging about 1,000 in number. Extension courses in science were given regularly after 1889. In 1891, the Board of Trustees resolved that "subject to the consent of the professor delivering the course and also of the president...all university courses under the Faculties of Political Science and Philosophy may be thrown open to the public upon the payment of a proper fee for each course". While this provision did not result in many new students, the opening up of a summer school did. Teachers College held summer sessions on a trial basis for a number of years. In 1904, the Trustees approved a series of proposals which granted permanent status both to the summer school and extension teaching. The latter was defined as: "instruction given by university officers and under the administrative supervision and control of the University either away from University buildings or at the University, for the benefit of students not able to attend the regular courses of instruction".

Under its energetic Director, James C. Egbert, firmly supported by President Butler, the adult programme gained in number of courses and students. One of the notable advances was in music, including performance, music appreciation and musical history. But all varieties and kinds of subjects were given. The Extension Department soon became a kind of academic testing ground. "Here", said Egbert, "are brought courses of uncertain value which may later become part of the curriculum....Here the embryo school may get its form, before its birth is justified by reason of the probability of its survival without becoming too great a task on the treasury of the University".¹⁰ This last point is significant because as Egbert always insisted, "whatever is done in Extension Teaching must be accomplished without imposing any financial burden upon the University". By 1924, after many years of successful activity, President Butler was able to report: "The Summer Session and later, University Extension, were both started without any considerable measure of University understanding or sympathy but both have proved invaluable adjuncts to the University's work and influence and are now held in high regard". The example of Columbia was noted and followed elsewhere, as were developments at the University of Chicago.

Based on his wide and successful experience at Chautauqua, soon after his inauguration as President of the University of Chicago Dr. Harper drew up a "unique and comprehensive plan to revolutionize university study in this country". Among its proposals were those for a creation of a University Press and a Division of University Extension which would give opportunities for study to any one whom "social or economic reasons prevent from entering the University proper". College courses were to be offered for credit, both in the classroom and by mail. The first Director of University Extension at the University of Chicago was R. G. Moulton, who had had many years' experience in university extension at Cambridge and was once described as "a veritable apostle of English university extension in these United States". Moulton had come to the United States to deliver popular lectures on literature and philosophy. Under him and with the full support of Harper, the Extension Division grew rapidly with most of the subjects of a cultural rather than a vocational nature. From this time on professors at Chicago have continued to take an active part in community affairs and it has been commonplace to hear such statements as "the university is a means of mobilizing and focusing intellectual power in the service of the great community".

But when a vigorous growth of university extension developed at Wisconsin in 1906, the curriculum was of a very different character. Said Dean Louis Reber:

Right or wrong, you find here a type of University Extension that does not disdain the simplest forms of service. Literally carrying the University to the homes of the people, it attempts to give them what they need - be it the last word in expert advice; courses of study carrying university credit; or easy lessons in cooking and sewing. University

Extension in Wisconsin endeavours to interpret the phraseology of the expert and offers the benefits of research to the household and the workshop, as well as to municipalities and state.¹¹

Charles Van Hise, President of the University of Wisconsin, with whom this new approach has been identified, was a leading advocate of the idea that a publicly supported university has a special obligation to the people who support it:

The broadest ideal of service demands that the university, as the best-fitted instrument, shall take up the problems of carrying out knowledge to the people....It is apparent that this work is one of enormous magnitude and not inferior in importance or in opportunity to the functions of the university earlier recognized - those of instruction and research.

Nor was the university to wait until requests for service came in.

The crux of the matter is that it is our aim to take out the knowledge, whether the people ask for it or not. It strikes me that in education we ought at least to be as careful as are the brewing interests in the state, and therefore we are not going to wait for the people to come to us, we are going to take our goods to them. We are going out to the people.¹²

This view of the responsibility of the university to meet the needs of citizen groups, wherever they might be and whatever they cared to study, took hold and spread. It was reinforced by a similar development through the "land-grant colleges", the agricultural extension programme. University after university began to take up extension work again, much of it on the Wisconsin model. In 1915, Van Hise convened a first meeting of the newly created National University Extension Association which had twenty-two charter members.

Growth since that date has been remarkable. In a recent study entitled University extension in the United States, it was reported that:

The 76...members [of the National University Extension Association] enrolled between 500,000 and 600,000 full time students on their campuses in 1951-52. In this same period over 50 million people utilized one or more of their university extension services with more than a million and a half taking part in organized and continuing instructional programs....These represent increases in service of from 100 to 500 per cent during the preceding twenty years.¹³

Another important educational "movement" in the United States was the establishment of evening colleges. In 1900, seven colleges or universities offered classes for credit at night. By 1952, there were forty-eight and the number is steadily rising. Faculty members in these colleges have kept in close touch through the Association of University Evening Colleges, organized in 1939. The rapid growth in the number of institutions, the hundreds of thousands of students enroled, and the wide range of courses offered have been fully described in a recent book, Ivory towers in the market place.¹⁴ In recent years these colleges have been giving their main attention to deepening and enriching the curriculum, particularly in the field of the liberal arts.

Some of the more recent developments in university adult education in the United States will be considered later.

Canada

Many of the social forces and educational ideas that influenced the development of adult education in the United Kingdom and the United States were also operative in Canada. Moreover, Canadians travelling abroad were observing developments and noting those that seemed to hold some promise for a young and struggling country. Canadian adult education, in the university and outside, displays many influences from both Britain and the United

States. Nevertheless, as we have noted earlier, most of what has been done has been fashioned here to meet conditions that were peculiarly Canadian. The terms used to describe the work may be identical with those used elsewhere, and there are some broad parallels, but the specific policies and programmes have usually been worked out locally. "The times and conditions under which university extension departments have been established and the nature and demands of the communities they serve, have largely determined the variety and extent of their services and the content and the emphasis of the programme offered", wrote Dr. E. A. Corbett in his report on University extension education in Canada published by Unesco in 1953.¹⁵ However, he goes on to point out that most Canadian universities came comparatively late to grapple with these responsibilities.

Early in the 19th century, public lectures on scientific and literary subjects were common in Canada. In York and later in Toronto, the Athenaeum provided weekly lectures of high quality and public interest for more than a decade. In 1849 the Canadian Institute was organized by a group of architects, land surveyors and civil engineers to provide informal meetings on scientific subjects. More than a century later, now known as the Royal Canadian Institute, this society continues to provide weekly public lectures in Convocation Hall on the campus at Toronto. But the early years were not without their difficulty, as the records show. After six months of struggling with a constitution, prospectus and selection of officers, the attendance at one meeting numbered exactly two!

The two determined to act with energy, if not with entire regularity. After much silence and waiting in vain for other members to appear, the one addressed the other in these words: "This looks bad - we must, however, proceed...Let one of us take the chair, and the other act as secretary", and so agreed...they passed a series of resolutions with complete unanimity. No amendments were offered and time was not spent in long discussions.¹⁶

Those who become impatient because of the length of time required for committee meetings will probably credit the longevity of the Royal Canadian Institute to the initiative shown by its first executive!

More than a hundred Mechanics' Institutes were at one time meeting regularly in what are now Ontario, Quebec, New Brunswick and Nova Scotia. Joseph Howe was an active member and gave many of his most notable speeches to these audiences. However, just before the end of the century, everywhere but in Montreal, the Mechanics' Institute passed out of existence, often leaving behind a collection of books which formed the nucleus of the public library in cities like London and Windsor. In most places, the Institute ceased to function when night classes were started by city boards of education.

Popular lectures did help to create a considerable public interest in further education. McGill University was particularly active at mid-century in the provision of evening courses. McGill professors lectured regularly in the Montreal Mechanics' Institute. By 1855, the McGill College Popular Lectures were regularly advertised in the Montreal press. These consisted of thirty lectures each on the following subjects: Natural History of Molluscs, Laws of Motion, Zoology, Chemistry of Life and Civil Engineering. Any adult was welcomed to these lectures on payment of a fee of twenty shillings for the whole course, twelve shillings, sixpence for half, or one shilling, sixpence for a single lecture. In the next year, "gentlemen, without entering as regular students" were permitted to such regular courses as Classical Literature, Logic, Mental and Moral Philosophy, Natural Philosophy, Hebrew and Oriental Literature, French and German, Zoology, Botany, Mineralogy and Geology. The first lecture was always free; if one continued, he paid a fee for each course of one pound, five shillings or in some cases, two pounds, ten shillings. Principal Dawson always

taught one of these courses himself and on one occasion a disastrous fire broke out in the middle of his lecture. Indeed, fire interfered more than once in evening classes and this seems to have been something of a deterrent to attendance! Courses of ten lectures each were also organized annually for women up until the time when women were allowed to enter McGill as regular students. A popular class organized by the Ladies' Educational Association was Literature among the Greeks. The McGill College Book Club was established in 1873, an "association of gentlemen" formed to buy books for the University Library. Members of the Club were able to use the Library on the same basis as students. These services to the public continued all through the century. Yet in one of his last Presidential reports, Sir William Dawson said: "It has been a matter of sorrow to me that we have been able to do so little, directly, for the education of the working class and of the citizens generally, more especially in science".¹⁷

Extra-mural work was started at Queen's University soon after Confederation. Formal action to establish it on a permanent basis was taken by the Senate in 1889, but twelve years earlier, the Senate had "approved of...changes in the regulations as to the admission of candidates to the examinations for the degree of B.A. viz., the Senate may in cases of a special nature admit as candidates...those who without the usual attendance, pass an examination or examinations".¹⁸ These privileges were granted primarily to assist teachers to carry on further academic studies. Examination centres were established at various places in Canada. At first there were no residence requirements for extra-mural students, but in 1909 a ruling was made requiring one session in residence. In 1910, the first session of the Queen's Summer School was held and it has been maintained ever since. In the first few years of the extra-mural programme, the number of students was small, but by 1897 it had reached 106, and by 1908 there were 300 students.

In the last years of the century, some Canadians had become interested in the extension activities of English universities, and there was some correspondence with leading American universities as well. In 1891, the Minister of Education of Ontario called a meeting of representatives of leading universities in his own province, together with a delegation from McGill University. The purpose of the meeting, held at Queen's, was to discuss extension work. President J. E. James, of the University of Pennsylvania, came to the conference and talked about experience there. Professor John Cox, of McGill, drafted a statement on the aims of university extension: "University extension has not only three or four years of a man's life in view but this, that education ends only with life itself....Its aim is not to teach a man the whole of a subject but rather to stir him with a desire to study the subject himself". Professor William Clark, of the University of Toronto, added: "The real point to be aimed at is to teach men and women how glorious a thing literature is". The conference agreed upon the organization of the Canadian Association for the Extension of University Teaching. Its President was to be Sir Donald Smith, later Lord Strathcona, then Chancellor of McGill University. One meeting was held in January, 1892, but it seems to have been the last. In Quebec, however, some further action did take place. Representatives of McGill, Laval, and Bishop's Universities met several times in a Committee on University Extension, whose secretary was Professor Cox, with Sir William Dawson as chairman. It was agreed that the three universities should work together to offer courses throughout the province. Each course was to consist of ten lectures, to start either in October or January. Local committees were to secure the rooms and look after heat and light, fix a fee for the lectures and raise a guarantee. The courses to be offered were English Language and Literature, History and Archaeology, Logic, Mental and Moral Philosophy, Chemistry and its Applications, Astronomy, Electricity, Animal and Vegetable Physiology, Mineralogy and

Geology. It seems, however, that few, if any, local groups took advantage of the offer. Professor Cox and other colleagues continued to give extension courses in the city of Montreal. In 1894, his twelve-lecture course in Electricity was offered for a fee of two dollars with the class restricted to 200 applicants.

The next significant growth occurred in the West, in the provincial universities of Alberta and Saskatchewan.

Henry Marshall Tory had been in touch with the English university extension movement during his days at the Cavendish Laboratory in Cambridge. While still at McGill University he had been active in planning university outposts. (McGill College in Vancouver, which he guided in the first crucial year, has become the University of British Columbia). But his conception of the responsibility of a university went far beyond the development of new colleges. In his first Convocation address as President of the University of Alberta, in 1908, he made his position clear:

The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them....The people demand that knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal....Mr. Chancellor, I consider that the extension of the activities of the university on such lines as will make its benefits reach directly or indirectly the mass of the people, carrying its ideals of refinement and culture into their homes and its latent spiritual and moral power into their minds and hearts, is a work second to none. 19

Explaining the work to a new staff member later, he said:

This establishment in addition to the capital expenditure in buildings and equipment, costs the people of Alberta over half a million dollars a year. Many of them will never see the place, much less have an opportunity of attending, or having their children attend, its classes. Yet we want the citizens of the province to feel that the university belongs to them, that it exists to serve them. The time may come when the existence of a university will depend upon the public's assurance that its thinking and research are of vital importance to the community. The job of the extension department is to find out from the people what the university can do for them beyond the class-room and the laboratory. 20

His plan was to establish an extension department immediately, but, in fact, this had to wait for four years. Meanwhile, the President and every other member of the faculty undertook a heavy schedule of speeches and lectures, in every part of the province.

Dr. E. K. Broadus, then on the staff of the University of Alberta, has left vivid accounts of those days:

...the President and faculty began the task of getting into touch with these scattered three hundred thousand, and persuading them that there really was a university in their province. Oh, those days of "extension lectures"! What a nightmare and at the same time what a revelation they were! We had to keep our regular work going and do justice to it, and we had to travel by vehicle or some little spur-line of the railway to every little rabbit-path of a settlement in the province. The railway connections were well-nigh impossible; the hotels were beyond the powers of a chaste vocabulary to describe....But these extension lectures were not without their gratifications. The number of educated men and women, (Scotch, many of them) scattered through the province, was surprisingly large. You could never tell, sparse and forbidding though the little settlement might be, what you would encounter there. It was not unusual to have some shaggy farmer rise after the lecture and bur-r-r a question at you which got to the very heart of your little business, and meant no end of reading and thought, on the part of the questioner. And those

little post-lecture discussions, in uncouth surroundings, and under the light of smoky and sputtering lamps, are among our pleasantest memories. 21

By the fall of 1912, Tory was at last able to appoint a full-time Director for extra-mural work, A. E. Ottewell. A wide variety of activities now began. Both Tory and Ottewell believed that the cultural as well as the scientific and vocational resources of the university should be made available. Lectures were given by university men, in all parts of the province, on History, English and Economics as well as on scientific subjects. A short residence course for young farm people was instituted. A travelling and open shelf library were in operation within a year or two. More than 200 boxes of books were constantly on the move, with a central library of 10,000 titles to draw on by parcel post. Debating material, pamphlets, mimeographed bulletins for leaders of voluntary organizations, and boxes of film slides were soon added. Next came motion pictures; by 1917 the Extension Department had a motion picture library of almost 400 titles.

One development of far-reaching significance came during World War I. Lectures and discussions conducted by Y.M.C.A. officers in England and France during 1916 had proved to be exceedingly popular. Encouraged by this response, the Canadian Y.M.C.A. asked Dr. Tory to visit Canadian army posts and prepare a plan for further educational services. Tory's plan, which developed into Khaki College, had several features similar to the extension programme in Alberta. Moreover, Ottewell, and other men who had had some part in the extension service, were brought to Europe to help establish the new institution. In the last year of the war, and particularly in the long vexing weeks after the Armistice was signed, the Khaki College classes saved many a man from boredom and helped many a soldier make a fresh start on his studies which he continued at some Canadian college on his return. Khaki College was the first organized educational programme in the armies of the Allies and its plan of operation was soon picked up by the British and American forces.

Back in Canada, Alberta's Extension Department continued to expand in numbers served and the kind of services provided. In 1925, the University received a license to operate a radio station and soon talks, plays, debates, music were being broadcast weekly to every part of the province.

In his last address to the University, in 1928, Dr. Tory was able to claim: "The University influence through the Extension Department has been reaching fifty percent of the homes of the Province of Alberta". Dr. E. A. Corbett, the Director of the Extension Department, in an address before the National Conference of Canadian Universities, said:

For seventeen years we have been trying to keep up with the demand for adult education. We have done very little theorizing on the subject; we have been too much preoccupied with the practical problems arising from our efforts. Any philosophy of adult education we have may be stated very briefly; that is, to find a common basis of understanding with the people and from that starting point to try and interpret to them the true meaning of life, to prove to them in practice and theory that education is really the interpretation and adaptation to environment.

The Department was interested in more than lectures. One of Corbett's first tasks was to adjudicate a play in bush country near Lesser Slave Lake, where a log community hall served as meeting place, school and church:

An enterprising Englishman who had had some experience in amateur dramatics had persuaded the community that if they were going to put on a play it might as well be a good one, so they had decided upon Macbeth. My driver told me...that the whole neighbourhood was Shakespeare crazy....everyone was in the show and at times that night I

was almost the only one in the audience, for everyone else was either on the stage or in the wings....It was great fun and it was my first lesson in the value of amateur dramatics as a medium of group activity. Probably no other form of community enterprise could have united those people as that superb effort did. Besides, they learned something about Shakespeare. One man told me that he had gone on and read several of Shakespeare's plays....It was a long jump from that to the Dominion Drama Festival, but that sort of show was the beginning. 23

Meanwhile, in Saskatchewan, a Department of Agriculture Extension had been established in 1910. President Murray gave this development much of his personal attention. Ever since that time, through lectures and demonstrations in every part of the province, through degree courses and short courses at the university, through demonstrations at fall fairs and at every gathering where adults congregate, the farm people of Saskatchewan have been given a lead in crop improvement and in more healthful rural living. Everywhere that men and women went, the Extension Department preceded or followed them. Many approaches were employed. Railway coaches were successfully used for many years as travelling class-rooms. The railway companies were generous with their assistance. Ample equipment could be carried for demonstrations, and these meetings usually attracted larger numbers and more regular attendance than those held in schools or community halls. Radio was also used extensively. The Extension Department gave regular assistance to hundreds of agricultural and horticultural societies and nearly a hundred bulletins were published and distributed. Everything possible was done to carry out President Murray's plan of providing the best available training for farm leaders:

It is of very great importance that men engaged in farming should be prepared for the highest public position. The problems involved in the export of wheat and other food products, problems of transportation, of finance, of tariff and of international relations are so intricate that safe guidance can be secured only by the use of the best expert advice. This the University should be prepared to provide.

Dr. E. K. Broadus has commented on the different plans followed in Alberta and Saskatchewan:

...it might have been expected that their university development would have been on parallel lines. But instead a curious paradox developed. The President of the University of Saskatchewan, who had been a professor of Philosophy at Dalhousie, made it his first concern to establish agriculture on the curriculum, on the principle that if the obvious thing were done first, all things would be added unto him. The President of the University of Alberta, who had been a scientist at McGill, made it his first concern to establish and to foster the Arts curriculum, on the principle that if he did first the thing that was hardest to do in a purely agricultural community, the obvious things would come of themselves. Thus did litterae humaniores generate agriculture, and science become the father of the arts. 24

Regardless of the merits of the two approaches, and as time went on they became much more similar, the result in Saskatchewan was that farmers everywhere looked to their university for help of all kinds and developed a sturdy pride in the institution and all its work. This fact has been noted many times during the recent enquiries associated with Saskatchewan's Royal Commission on Agriculture and Rural Life.

The older universities did not have such spectacular services to render as those in the new provinces in the West. But like Queen's, McGill University and the University of Toronto began to assist teachers to continue their own education. Saturday morning classes and summer schools were established at Toronto in 1906. In 1916 a special course for

teachers was arranged, "adapted as to meet, as fully as possible, the special needs of teachers". Dr. W. J. Dunlop has described this programme: "There was not the slightest lowering of standards; the policy was, 'keep the standards up, but make the work accessible to teachers'. The scheme applies to the Pass Arts course only; none but adults are admitted; and all admissions are passed upon by the Registrar as in regular courses". ²⁵

The University of Toronto was the first Canadian centre for the Workers' Educational Association. Professor S. Mack Eastman, a pioneer in workers' education in western Canada, has described its early history:

In 1913, returning from Australia, Dr. (Albert) Mansbridge visited Toronto in the hope of planting the Association in an industrial centre of Canada.... The seed sown soon appeared to have fallen upon stony ground and no considerable results were observed until early in 1918 when the Workers' Educational Association of Toronto and District was finally formed. Among its founders may be mentioned the late Principal W. L. Grant, who had gained experience of W.E.A. classes at Oxford. There was definitely working-class impulsion behind the movement, but at the beginning it required academic men to show how it could be got going in Canada.

Like its parent Association in England, the new body aimed at meeting and fostering the demand for education of a university standard on the part of working men....The constitution...declared: "The Association is established to provide an opportunity for the workers to obtain the benefits of university education, and to assist them to acquire the knowledge which is essential to intelligent and effective citizenship...."

From the beginning, the University of Toronto co-operated whole-heartedly with the new institution, supplying tutors without cost to all the classes in Ontario. As the movement spread from city to city, the other universities in the Province also lent a helping hand. ²⁶

By 1927, the Constitution was changed to achieve more participation by trade-unions. With the active support of the universities, the W.E.A. grew in numbers and importance until in 1937 there were 59 classes in 32 different towns and cities enroling over 2,500 students.

A regular Extension Department was not established at the University of Western Ontario until 1921, but extension lectures were offered after 1896. Summer courses were also provided for teachers in most years after 1896, and by 1918 the Summer School was a recognized part of the University. Professor F. H. Sykes gained such a reputation for arranging successful lectures that he was invited to become Director of Extension Teaching at Columbia University in 1903.

In addition to classes for teachers and evening courses for the general public, McGill University was home base for the McLennan Travelling Libraries, inaugurated in 1900 and still active, though in later years in association with Macdonald College. Work developed slowly but steadily in all the cities of central Canada and later in Winnipeg and Vancouver.

Meanwhile, in Nova Scotia, under the leadership of such men as Dr. James Tompkins and Dr. M. M. Coady, St. Francis Xavier University was turning its attention to all the people in the area, not just to the students in college classes. In 1921, Dr. Tompkins, Vice-President of the University, published a pamphlet, entitled Knowledge for the people:

...it is not with the improvement or reform of the established machinery of education that this pamphlet is concerned, but rather with the problem of bringing some measure of useful education to the great majority who stand and must remain outside the walls of our colleges and academies.... St. Francis Xavier's has the message; it is within its power to devise how that message shall be carried to the people. And this task must be begun at once, with the means in hand, whatever misgivings its magnitude may suggest. Are we to wait until the field of popular education, in social subjects, is firmly usurped by charlatans and false prophets of every kind? Are we to lose time seeking the co-operation of governmental departments before we set our hands to the work that cries out to be done?

It is the shrewder, as well as the more heroic policy, to make an independent beginning immediately, on however modest a scale. Let us establish ourselves on the ground; as soon as our work proves its value, we can count on recognition and assistance....In planning the first modest beginnings of our enterprise, we must consider, first, in what fields do the people most need teachers; secondly, what and how, with the means that we shall be able to command at the outset, can we most effectively teach them. In the first matter, we must take and follow the opinion of the people themselves. For us, what the people most need to learn must be what they most want to learn....This does not mean that we are to sacrifice truth and independence in the substance of what we shall teach, but merely that the people must be allowed to prescribe their own studies. 27

As a beginning, the People's School was organized in 1921. Fishermen, miners and farmers from all over eastern Nova Scotia and Cape Breton spent six weeks in residence studying Economics, Philosophy and Community Living. A second such school was held the following year and subsequently there were annual "rural and industrial conferences". But the economic conditions of the region continued to decline. In 1927, a Royal Commission investigated the fisheries and recommended that an educational programme for fishermen be commenced. The following year, the Department of Extension was established at St. Francis Xavier University, with Dr. M. M. Coady as Director and the programme usually referred to as the Antigonish Movement was under way. In the next quarter century, it was to aid a depressed people to become, in part at least, "masters of their own destiny" and to attract scholars, scientists and statesmen from all over the world to come and learn how men and women can be aided, through education, to establish a better life.

With developments such as these, interest in university extension was bound to spread. In both 1928 and 1929, the National Conference of Canadian Universities gave much time to the consideration of university adult education. In 1928, papers were given on extra-mural work at Queen's University, at Toronto, Alberta, Western Ontario, British Columbia, and Manitoba. Dean J. Matheson, of Queen's University, summarized: "These things make it evident that universities do acknowledge responsibility for extending their influence to those outside their walls, and that the number of ways in which this may be done is limited only by the needs of the country and by the willingness and ability of the universities to meet them". In 1929, papers were given on Adult education, by E. A. Corbett, on Adult education work of the university and public library, by S. F. Maine, on Class consciousness as a factor in adult education, by W. J. Dunlop and on Education in agriculture for adults as offered by the University of Saskatchewan, by J. G. Rayner. In 1932, the subject of radio in university education was discussed at considerable length.

With such widespread interest, it was soon necessary to have a regular means for linking up the work that was now going on from coast to coast. Led by Dr. W. J. Dunlop, then Director of Extension at the University of Toronto, with the encouragement of men like the late Sir Robert Falconer and the late W. L. Grant, the Canadian Association for Adult Education was founded in 1935, to serve very broad objectives, not the least of which was to provide a national library and regular clearance among universities on matters of adult education.

In 1954, at the National Conference of Canadian Universities, a new society, the Canadian Association of Directors of Extension and Summer School, concerned primarily with credit activities, was created. The stated aims of CADESS are:

The Association is concerned only with the academic side of University Extension, and particularly with those courses which carry credit towards a B.A. or recognized university degree, whether the

work is offered at Summer School, at Evening Class, at Outside Centre, by correspondence or by similar home-study methods. It concerns itself with all aspects of extension work, improvement of services, safeguarding of standards, questions of administration, opportunities for co-operation, etc. It believes that all the problems implicit in the above can be resolved by the sharing of information and by open discussion at its annual meetings.

The first Chairman was Dr. C. H. Stearn, of McMaster University.

Progress in the first thirty-five years of the century had been slow. After World War II the pace was to quicken. The entire development is best seen in a chronological table.

HISTORICAL OUTLINE

Prior to 1850	<ul style="list-style-type: none">. University professors take an active part in public lectures in Mechanics' Institutes, and the Athenaeum.. Royal Canadian Institute in Toronto organized in 1849.
1850-1889	<ul style="list-style-type: none">. McGill College Public Lecture series after 1855, also special classes for women.. Series of public lectures organized at Laval University after 1867.. Intra-mural work formally established at Queen's University in 1889.
1890-1910	<ul style="list-style-type: none">. Conference on university extension at Queen's University.. Formation of short-lived Canadian Association for the Extension of University Teaching, 1891.. Committee on University Extension in Quebec (McGill, Laval, Bishop's) draft plans for extension courses throughout province. Little or no response.. Extension lectures given at University of Toronto, University of Western Ontario and other centres after 1896.. Establishment of McLennan Travelling Libraries at McGill in 1900.. Classes for teachers in summer and on Saturdays at the University of Toronto in 1906.. Regular public lectures in Winnipeg and in other centres by University of Manitoba, 1907.. Proposal of extension service made by Dr. Tory at first convocation of University of Alberta in 1908.. Development of Extension Department of the University of Saskatchewan in 1910.. First Summer School at Queen's University in 1910.
1911-1920	<ul style="list-style-type: none">. Establishment of Extension Department of University of Alberta in 1912.. Public lectures and courses in Vancouver started by University of British Columbia in 1915.. Audio-visual service established at University of Alberta, 1917.. Khaki College 1918-19.. Workers' Educational Association founded in University of Toronto in 1918.. Establishment of Department of Extension of the University of Toronto, 1920.. Organization of Extension Committee in 1920 at McGill University to co-ordinate classes which had been conducted for a number of years.. First regular Summer School at University of Western Ontario in 1918.
1921-1930	<ul style="list-style-type: none">. Extension Department at University of Western Ontario in 1921.. Courses of public lectures organized at University of Montreal after 1921.. The People's School held at St. Francis Xavier University in 1921 and 1922. Publication of the pamphlet, <u>Knowledge for the people</u>, in 1921.

HISTORICAL OUTLINE - (Continued)

1921-1930 (Cont'd)
.Summer School at Acadia University in 1923.
.Summer School at Mount Allison University in 1924.
Programme in fine arts and music in 1925.
.Radio station at University of Alberta in 1925.
.Organization of Sir George Williams College for adults in 1926.
.Evening courses for civil servants and teachers at University of Ottawa in 1928.
.Establishment of Department of Extra-Curricular Relations at McGill University in 1927.
.Establishment of Extension Department of St. Francis Xavier University in 1928.
.Regular credit classes in Extension Department, University of Western Ontario in 1928.
.Establishment of Extension Committee of McMaster University in 1929.
.Summer School organized at University of New Brunswick in 1929.
.Summer School for teachers organized at Bishop's University in 1930.

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.Establishment of Faculty of Social Sciences at Laval University.
.Summer School for teachers organized at University of Ottawa.
.Summer drama school which became Banff School of Fine Arts.
.Establishment of Christian Culture series at Assumption College.
.Establishment of Department of Extension at University of British Columbia.
.Catholic Centre organized at the University of Ottawa.
.Evening Institute of the University of Manitoba.
.Institute of Public Affairs, Dalhousie University.
.Establishment of Adult Education Service at Macdonald College.
.Beginning of new services for adults through Faculty of Social Sciences at Laval.
.Non-credit adult education programme at University of Saskatchewan.
.Social Education Centre at University of Ottawa.
.Universities assist in Canadian Legion Education Services.
.Labour School at Assumption College.
.Correspondence courses offered at University of Ottawa.
.Adult Education Office at the University of Manitoba.
.Director of Extension appointed at McMaster University.
.Summer School organized at Assumption College.
.Degree courses in evening through extension at McGill University.
.Extension programme started in the first year of Carleton College.
.Beginning of the People's School of St. Francis Xavier University.
.Regular evening courses commence at Assumption College.
.Beginning of institutes conducted by Canadian Congress of Labour in collaboration with universities.
.Increasing demand for extension courses by business organizations at several universities.
.Special Senate Committee on University Extension at McGill University.
.Establishment of Extension Department at University of Manitoba.

HISTORICAL OUTLINE - (Continued)

1950 . Re-organization of Extension Department with Adult Education Section at University of Saskatchewan.

1951 . Degree and non-credit work for adults started at St. Mary's University.

. Appointment of Director of Extension in St. Joseph's University.

. Extension Centre, Xavier Junior College, Sydney. (St. Francis Xavier University).

1952 . Department of Extension organized at University of Montreal.

1953 . Television Committees organized at several universities.

1954 . Organization of Canadian Association of Directors of Extension and Summer School.

. Re-organization of Extension Department at Mount Allison University.

1955 . Plan for establishing Extension Department approved at Memorial University.

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Chapter IV

ORGANIZATION AND ADMINISTRATION

1. Objectives

The formulation of elaborate statements of purpose is not common in Canada. Visitors from other countries who have studied Canadian institutions are often surprised by what seems to them to be a curious lack. Certainly this generalization holds true of adult education in the university, for until fairly recently very little had been said or written, in any organized or formal way, about its special objectives. In the past decade, however, the situation has changed to some degree and several statements of purpose have appeared in which there seems to be some measure of agreement.

(a) Training of citizens

In May 1946, at a national conference on adult education held at Queen's University, a commission headed by Professor H. R. C. Avison of Macdonald College and Professor M. Estall of Queen's University, and composed of representatives of universities, government and voluntary societies prepared the following statement:

The adult education movement is based on the belief that quite ordinary men and women have within themselves and their communities the spiritual and intellectual resources adequate to the solution of their own problems. Through lack of knowledge and lack of leadership these resources are often not mobilized or not directed in constructive ways. The primary tasks of adult education, therefore, are to awaken people to the possibilities and dangers of modern life, to help them with knowledge and leadership, and to provide channels of communication between different cultural, occupational and social groups so that the solution of human problems may be sought against the broadest background and in the interests of all. In short, the task is the imaginative training for citizenship. Adult education should deal with the actual and living concerns of actual and living people. Adult education is a natural continuation and fulfillment of schooling. The lessons of mature citizenship can really only be learned by mature people. While provision must always be made for the training of the underprivileged and the neglected and for the occupation of leisure time, adult education must be seen as a normal activity of a developing and healthy society. 1

This task of "training for responsible citizenship" has been advanced by many. In his Presidential Report to the University of British Columbia in 1952-1953, N. A. M. Mackenzie wrote:

If we are to have and maintain a society in which every adult citizen is called upon to have opinions and vote on matters not only of local - but of national and international - importance, and if we are to continue to live in a world that is inter-related so intimately as to regulate the standard at which we can live - and indeed whether we can continue to live at all, - some agencies must exist or be created to try to develop and obtain as great an understanding of the problems and nature of citizenship - in its broadest sense - as is possible. 2

(b) Bringing opportunity to the individual

Next to the concept of citizenship training, the aim most frequently stated is that of providing educational opportunities for men and women who are capable of profiting from a university course, but have been denied it. Many universities such as Acadia, Mount Allison, New Brunswick and Bishop's have seen their primary task as that of aiding teachers to continue academic courses. Other universities report similar objectives, expressed in

such phrases as: "to provide for those whose education is limited but who display a serious interest", or "to take the university to the people". Sir George Williams College in Montreal has a special purpose, namely to provide higher education for employed adults. This is also the primary objective of the relatively new Department of Extension at the University of Montreal.

(c) Special needs of the community or province

Several universities, particularly in western Canada, believe that the planning of adult education services must be related to the particular needs of the province or the community in which the university is situated. Alberta stresses the view that the university staff must be alert to latent needs as well as to those already apparent. This report goes on to state: "The Extension Department has been particularly concerned with providing a background of information on economics, history, literature and government, on which people in the community can take effective action through organized community effort". The University of Saskatchewan also mentioned the need that people have for a knowledge of national and international affairs.

Several universities have stressed the needs of rural people, particularly those living far from the university community.

Perhaps the most comprehensive discussion of "needs" comes from Roman Catholic universities. In almost every case these are stated in broad general terms. For example, the official statement of St. Francis Xavier University speaks of its purpose as "the improvement of the economic, social, educational and religious conditions of the people of eastern Nova Scotia". Here is no effort to seek out specific needs, or to determine which are of the kind or quality that a university should attempt to meet. Education, culture, recreation, religion, are all seen as part of a continuum and the university is to take its place alongside other agencies in performing a wide variety of needed services. Laval University summarizes its purposes in this way:

- a) To provide an opportunity for adults to gain fundamental knowledge to enlighten them and to guide their actions.
- b) To introduce adults to the utilization of methods and techniques likely to help them in their application of acquired knowledge to concrete situations.
- c) To multiply the channels which will permit different population groups to participate in the culture of their time.
- d) To teach people how to utilize the resources found in themselves and in their environment.
- e) To develop in people the capacity of appreciation and tolerant attitudes associated with a peaceful and meaningful social life.
- f) To develop a sense of personal, family, professional, social, civic and religious responsibility.

(d) Needs of special groups

We have seen that some universities have been concerned chiefly with the interests of teachers. But other groups are beginning to receive attention. Those most frequently mentioned are groups in business and industry who seek help from the university in their endeavour to establish "professional" standards in training and practice. This demand is now very great and it has brought, and may continue to bring, certain pressures upon the university. However, many of those interviewed gave it as their opinion that the provision of training for semi-professional groups will be a major task for most universities in the next few decades.

(e) Liberal education

Some have urged that the primary objective of an adult programme ought to be "liberal" education. Assumption College reported that its chief aim is "to further deepen liberal education". St. Mary's University aims at "extending the benefits of the liberal discipline to a greater number of our citizens". Professor George Grant of Dalhousie University has observed:

...adult education...[must stand] for no limited social ends, but for that highest end, the self-liberation of the human soul by the systematic examination of its own activities,...all the programs of teaching business men to be good business men and farmers to be good farmers and parents to be good parents and all to be good citizens... [are] just preliminaries to that end....Indeed it is the curse of education in Canada not to take itself seriously....What I mean by not taking it seriously is the willingness of us who are responsible for it to surrender to the pressure of those who want to use it for some limited end. 3

Later we shall consider what some universities are now doing in the field of "liberal adult education".

(f) Other objectives

Both Carleton College and the University of British Columbia stressed the part that the adult education services can and should play in "pioneering" new kinds of educational activities. The Carleton College report says: "Although experiment should be encouraged also in the basic curriculum, non-credit courses frequently represent the university's educational frontier, its growing edge". Experimentation and demonstration are both cited as significant objectives of the extension work at the University of British Columbia and, as we have seen, there is a history of successful pioneering at other universities, such as Western Ontario and Toronto. Another purpose suggested by several is to deal with adult education as "a special field of enquiry in its own right" by carrying on research into better methods and techniques and by providing professional courses for teachers and leaders of voluntary societies.

2. Varieties of adult education activity provided by Canadian universities.

The brief of the National Conference of Canadian Universities to the Royal Commission on Canada's Economic Prospects (the Gordon Commission) referred to the astonishing variety found in our universities:

Our Canadian universities and colleges have common aims and other basic similarities but they present an astonishing variety of patterns, influenced by their origins, by the communities they serve, by the traditions, some of which have been fixed by dominant personalities of the past. Some are denominational; others are non-sectarian. A few are liberal arts colleges; others embrace several faculties. Some are unitary in their government; others are federations. Some are provincial universities created by provincial legislatures whose adequate support is the responsibility of the government of the province; others are private corporations with varying degrees of public participation in their government.... This bewildering variety makes it difficult to represent, and indeed impossible to represent adequately, all the interests and legitimate aims of these diverse institutions. Nevertheless it would be the common view of the universities that in most cases this variety is an asset and something to be preserved, not to be replaced by a tidy uniformity in pattern. 4

This heterogeneity in development and experience will appear again and again in this survey.

In his report, University extension education in Canada, published by Unesco, Dr. E. A. Corbett wrote:

There are...two main types of university extension programmes in Canada. The first derives directly from the "course-giving function of the university", i.e. correspondence courses, night classes, extension classes for extra-mural students, etc. ...The second type of extension programme is not of a traditional academic kind, but caters rather for the activities and interests of people outside the university and its immediate community.⁵

Actually we can discern more types of university extension work than these two. There would seem to be at least four distinct approaches.

i) A multi-service programme offered over an extensive geographic area.

Examples of this kind of programme are found at the Universities of British Columbia, Alberta, Saskatchewan and Manitoba, at Laval University, St. Francis Xavier University and Macdonald College (McGill University). The services of the University of British Columbia constitute a full-scale programme of this type. These include evening classes in Vancouver, both with and without credit; extra-mural lecture courses given in Victoria, Nanaimo and New Westminster; credit and non-credit correspondence courses; vocational courses in agriculture, business, home economics and fisheries, given in many parts of the province; a fine arts programme covering arts and crafts, drama and music courses given both in Vancouver and in many other centres; and courses in parent education, human relations and public affairs also given in many parts of the province. The University maintains an Extension Department book library, a large pamphlet library for study groups, both drama and music lending libraries, and the central film library for the province. A large number of short courses and conferences are arranged right on the campus for periods of a day or two up to six weeks.

For a number of years, St. Dunstan's University has been following a somewhat similar plan, as described in the book Cradled in the waves, by John T. Croteau,⁶ and extension work at St. Joseph's University has developed along the same lines.

In 1951, Dr. Robert Newton, formerly President of the University of Alberta, prepared a report on the long-range development of Memorial University for its Board of Regents, and he recommended an extension department of this kind.⁷ In his first address to the Convocation in 1952, President Gushue disclosed that such a plan will be followed: "The University should set its sights beyond the confines of its campus....within certain fields it can and should go to the people".⁸

ii) A programme of evening courses in the community in which the university is situated.

Universities whose programmes fall into this classification are nearly all situated in large urban areas. They provide a wide range of courses in the evening, most of them with no university credit, and they may also hold special classes for teachers on Saturdays or in the evening. Sometimes they arrange extra-mural classes for teachers in nearby cities, and these courses are usually given for credit leading to an Arts degree. Such universities may also provide correspondence courses, both credit and non-credit. In most cases, a summer school is a very important activity.

Assumption College, the University of Western Ontario, McMaster University, the University of Toronto, the University of Ottawa, Carleton College, McGill University, and to some extent St. Mary's University, all stress this kind of activity. Queen's differs somewhat in that no sizeable number of adults from the city of Kingston take evening courses at the University, but apart from this, their programme is like the others in most respects. Dalhousie University also differs in that its chief adult education project, the Institute of Public Affairs, is a highly specialized service.

iii) A programme of evening courses leading to a degree.

For many years now Sir George Williams College has been offering courses for working adults to enable them to complete their work for a degree entirely by study at night. Since 1952 the University of Montreal has been making the same provision both for undergraduate and graduate students. It also arranges some courses for adults who are not enroled for a degree.

iv) Primary emphasis on the further education of teachers.

Universities where the primary concern of the extension work has been to provide further academic opportunities for teachers are: Bishop's University, the University of New Brunswick, Acadia University, Mount St. Vincent College and Mount Allison University. However, in the past two or three years, the work at Mount Allison University has so broadened that it might also be listed under group (i).

As we will note later, all kinds of evening courses for adults have been increasing at a rapid rate. There is a sizeable enrolment in such courses in the cities of Vancouver, Edmonton, Saskatoon, Winnipeg, Windsor, London, Hamilton, Toronto, Ottawa, Montreal, Quebec, and Halifax. Courses of a similar character conducted by Victoria College in Victoria, by the University of Alberta and Mount Royal College in Calgary, by Regina College and Brandon College, and Xavier Junior College in Sydney are also on the increase.

3. Support of the university - "public" or "private".

Universities differ widely in their management and support. The basic difference, of course, lies in whether they were created and are financed by provincial governments, or whether they were established by private interests.

Some university presidents have maintained that the nature of a university's support has a considerable bearing on its adult education programme. They argue that a university supported by taxes has a very large responsibility to all the adult citizens of its area. In some cases this responsibility is explicitly acknowledged in the institution's formal statement of purposes. "Private" universities, on the other hand, have a different responsibility. They must be more selective in their student body and in the kind of work they offer; in choosing their services they must keep in mind the particular interests that established and now maintain them. The basis of support, they contend, conditions to a considerable extent the way in which the public thinks about the university and the kind of service it expects.

Others have replied that, while there are some differences between "private" and "public" universities, such differences are much less significant than they used to be. They point out that no Canadian university today is fully supported from private sources. The proportion of the total budget derived from private sources is not so great as formerly, and is likely to become less as time goes on. They argue that all universities in the future must be concerned with the larger public interest, rather than with any limited or group interest. And they point to the example of one "private" university, St. Francis Xavier, which has won marked attention for its work with adults.

4. Relationship of adult education services to the university.

There are two main considerations in planning adult education in a university.

(i) How can the programme be organized so that every interested faculty member, and every department or school concerned, can participate effectively in its planning

and conduct?

(ii) How can a unified, co-ordinated programme be achieved?

The participation by many faculty members, the assumption of responsibility by various divisions of the university, and effective co-ordination, are equally important.

(a) An extension department.

It has sometimes been argued that the best results are obtained when all activities for adults are administered in or through a single department, usually a department of "university extension". Is this the present situation in Canadian universities? As one might expect, policies are far from clear-cut, and practice is exceedingly varied. For some universities the question has no application. And, for most others, it is impossible to return a simple yes or no answer.

The chief concern of Sir George Williams College is to provide credit courses for working adults in the evening college programme. In the case of Carleton College: "Extension services are the concern of every member of faculty, not just of one staff member or department, and policy is formulated by a faculty committee on adult education. Extension services are related to the basic college programme and hence, as a rule, are sponsored by regular departments of instruction of the college". (The way in which this programme is planned and operated will be discussed in detail later). At St. Mary's University there is a general faculty Committee on Adult Studies, not an "extension department". In none of these cases is there any problem concerning the relationship of extension services to the university administration.

Several institutions, like the University of Ottawa, have made no attempt to have all work handled in a single department. At Laval University, each faculty plans its own work with adults. There is, however, now a tendency to make use of the facilities and experience of the staff of the Centre de Culture Populaire, a special adult education service which is operated by the Extension Department in the Faculty of Social Sciences. At the University of British Columbia, the Department of Agriculture and Commerce give many adult courses independently, as well as others in collaboration with the Extension Department. However, a very close liaison is maintained among the departments and at present there is a trend toward a co-operative approach. For example, in arranging courses in commerce for adults, the Department of Commerce will plan the curriculum and arrange for the teachers, but the course will usually be administered by the Extension Department. This practice is becoming more common elsewhere. The University of Toronto reports that such faculties as Medicine and Dentistry arrange their own professional courses, directed primarily to graduates:

There is a trend, however, towards a co-operative effort between the professional faculties and the Department of University Extension in promoting and conducting refresher and professional short courses. The facilities (and experience) which University Extension can provide, make for a more economic handling of such courses. When a course is initiated by the Extension Department, advice is sought from the appropriate Faculty, School or Department concerning course content and choice of lecturers.

The Department of University Extension upon request from a Faculty, School or Department for assistance in offering a course, prepares a budget for the operation of the course, and sets the fees, looks after all promotional work, handling of admissions and students' fees, appointment of instructors, (in consultation with the faculty concerned) collection and handling of visual aids, books, mimeographed materials, etc., the arrangement for rooms, any entertainment undertaken and finally the settling of all accounts.

At other universities, subjects may be offered in which the extension department has no direct interest. For example, at the University of Western Ontario, short courses are given by the Medical School, the School of Business Administration and the School of Nursing. At the University of Saskatchewan, correspondence courses for credit and evening courses for credit are operated outside the Extension Department, while the Summer School is simply regarded as an additional session of the University. Short courses are also given by the College of Pharmacy, School of Commerce and the Faculty of Engineering. Regina College, affiliated with the University of Saskatchewan, looks after adult classes arranged in the city of Regina.

With few exceptions, the Extension Department of McGill University administers evening credit and non-credit courses. But it is not responsible for the Summer School. The Adult Education Service at Macdonald College has some links with the McGill Extension Department but enjoys autonomy in developing adult activities in many parts of the province of Quebec. At the University of Montreal, in addition to the Extension Department, work for adults is carried on in:

- the evening courses of l'Ecole des Hautes Etudes commerciales
- the French Summer School of the Faculty of Letters
- the week-end and summer courses of l'Ecole d'Hygiene
- the courses for engineers organized by L'Ecole polytechnique
- the winter courses of L'Institute agricole d'Oká

Most of the adult activities at St. Francis Xavier University are conducted by or through the Extension Department, which also supervises the adult activities at Xavier Junior College in Sydney. But the Summer School is separate and so are certain radio projects. A similar situation exists at the University of Alberta, Queen's University, the University of Manitoba, Acadia University and Mount Allison University.

These wide differences in practice have not produced as varied results as one might expect. However, there seems to be a unanimous opinion that the extension department, where it exists, ought to work closely with other departments. The trend to co-operative sponsorship of courses, such as at the Universities of British Columbia and Toronto, seems to be spreading:

At the University of Alberta, the Department of Extension is a regular department of the University. The Director of the Department of Extension reports directly to the President of the University, and through him to the Senate and the Board of Governors. The Director of Extension is also a member of the University Senate and he is an ex-officio member of every faculty and department of the University.

It is in this way, with clear lines of communication established with all other parts, and to all officers of the University, that the Extension Department is enabled to act on behalf of the whole.

Not all universities operate under such an administrative plan. There is, however, an almost identical situation in the University of Manitoba and in McMaster, McGill and Mount Allison Universities, except that in these institutions the Director of Extension does not have ex-officio status in other departments or faculties. At the University of Toronto, the Director of Extension is an ex-officio member of the Senate. At the University of British Columbia, the Department of Extension is within the Faculty of Administration but directly responsible to the President. The Director of the Extension Department at the University of Montreal is directly responsible to the Secrétaire Général of the University. At St.

Francis Xavier University, seven members of the Extension staff are also members of the University faculty, while the Director is an ex-officio member of the Board of Governors.

In several universities, however, the extension department lies within a school or faculty. At the University of Western Ontario, it is within the Faculty of Arts and Science, at Queen's within the Faculty of Arts. However, in both these the Director is a member of the Senate. At Laval University, the Centre de Culture Populaire, which developed from the earlier Service Extérieur, is within the Faculty of Social Sciences. At the University of Saskatchewan, reflecting the special origin and purpose of adult education there, the Extension Department is within the College of Agriculture, with the Director a member of the Senate and the staff all members of the University Council.

(b) Policy committee.

Most Canadian universities have some form of advisory committee dealing with adult education matters. At the University of Manitoba, the function of this committee is "to formulate policy governing the operation of the Department of University Extension and Adult Education. It has a most important contribution to make, in that it ensures that the operation of the Department is kept related to academic policy and thinking". The committee is composed of:

- the President
- the Dean of the Faculty of Arts and Science
- the Dean of the Faculty of Home Economics
- the Dean of the Faculty of Education
- the Director of the Summer School
- the University Librarian
- the Deputy Minister of Education
- a member of the Board of Governors
- the Director of the Extension Department.

Committees of the faculty or senate also exist in the Universities of Alberta, British Columbia, Western Ontario, Toronto, Saskatchewan, in McMaster and McGill Universities, and Carleton College. These committees are concerned with policy, not administration, and often give special attention to courses offered for credit. For example, if a course is proposed for university credit at McMaster, it will first be considered by the Advisory Committee on Extension and, if it is believed desirable, approval will then be sought from the appropriate faculty and the Senate. In some universities, the chairman of the advisory committee is the director of extension. At Assumption College, there is a committee appointed by and responsible to the Board of Governors, not the Senate. This Committee looks after all administrative arrangements, and initiates new activities, although academic control of credit courses is maintained by the appropriate faculty.

In almost all the cases cited, the committee is composed entirely of members of faculty. One exception is the University of Alberta where the committee "includes two or more representative citizens who are not directly connected with the University". The method of keeping in touch with outside interests and needs by including non-faculty members on the committee is much more common in the United Kingdom.

(c) The initiation of new activities.

In most universities, suggestions for new adult education activities, or for curtailing or dropping those that have outlived their usefulness, usually come from the staff of the extension department or from other members of the faculty. However, at some universities there are frequently requests from outside organizations for the inclusion of new activities.

The director is sometimes left pretty much on his own to deal with these suggestions, although he may refer the matter for advice to his advisory committee. The usual plan is for the director to assemble all the relevant information about the suggested activity, discuss it with his advisory committee, and, where necessary, seek endorsement from appropriate faculties, or the staff.

At Carleton College, a procedure has been established which has had two notable results. It ensures that decisions about courses to be undertaken shall result from careful study by the faculty. It also has the effect of making the extension programme a concern of every faculty member, not just a project of a particular group.

In his last report on the Extension Department of McMaster University, Dr. C. H. Stearn emphasized the importance of this point:

So much does the success of University Extension work depend upon all members of the university and by no means the Director alone. Indeed, the future of University Extension is bound up with a recognition of this fact and of the responsibilities that follow that recognition by every member of the university. 9

The procedure followed at Carleton College has been described rather fully by Dr. E. F. Sheffield:

From the beginning it was decided at Carleton to relate extension services to the basic college program. To this end extension courses are limited, as a general rule, to those which merit and receive the sponsorship of regular departments of instruction of the College. The instructional department sponsoring an extension course assumes responsibility for the content of the course, the leadership, and for a major share in the planning of promotion. The Committee on Adult Education acts as a policy-making body and also as a coordinating agent in planning extension programs. Administrative services such as printing, publicity and scheduling are provided in a central office.

Before an extension course is announced to the public the idea for it will have been discussed in general terms and approved in principle by the Committee. It is then referred (or referred back) to the appropriate instructional department for detailed planning. The proposal for a course may originate in the instructional department, in the Committee, or from any other interested individual or group. It may be turned down either by the Committee or by the department concerned; the course will not be offered without the approval of both.

One of the effects of this scheme is that professors no longer refer to members of the extension staff as "they". This has become a "we" job. Extension courses are not lightly decided upon, but when they are they get specialized treatment. Each department is extending its services for the benefit of the wider community....

The College frequently is invited to offer an extension program in collaboration with a special-interest group or organization in the city. Cooperation with community organizations often provides an outstanding opportunity for service and, in general, such opportunities are sought by the College. However, when it appears that the chief reason for seeking the College's cooperation is to add the prestige of its patronage to a project that could be carried on independently, the Committee is inclined to be lacking in enthusiasm for it. Similarly, there is reluctance to help grind the special axe of an outside organization. In short, any project proposed on a basis of co-sponsorship is acceptable only if it is felt to be in harmony with the College's program.

If an extension program is offered in collaboration with another organization, control is retained by the College. A representative of the related department of instruction takes part in the planning and organization of the project. Although leaders or lectures may be proposed by the co-sponsoring group, they are subject to approval by the College, and are appointed and paid by the College. Publicity, too, is subject to College approval. 10

In this way extension services are a concern of every member of faculty, not just of one staff member or department. The system seems to work exceedingly well. It is true that each activity must run a "double gauntlet" before it is accepted, but once accepted it receives the support of a special group and the administration. On one occasion, after a decision had been made to co-sponsor a course, the extension committee decided that it was not really suitable for an academic institution and it was dropped the second year. This came about by a unanimous decision with no single staff member obliged to take the responsibility for discontinuing the activity.

It has been argued that such a system would work only in a small college. However, in the University of California at Los Angeles, with a large campus registration as well as off-campus programmes for adults, a very similar system operates effectively.

(d) Criteria for selection of adult education activities or services.

Few people have ever believed that the university can engage in all forms of adult education. That careful selection is needed, is generally agreed. Speaking for Carleton College, E. F. Sheffield wrote:

The College feels that it must be selective in its provision of extension services, attempting only those programs which serve the purpose both of the university and of adult education and which it can operate uniquely well. It does not try to be all things to all men. It seeks to serve mature people at a mature level.

There is also substantial agreement on some of the criteria which ought to guide selection.

- will the service meet a particular demand by a sizeable number of people and can this demand be demonstrated?
- will the educational experience contribute to the economic, social or cultural well-being of the people?
- do the participants care enough about the activity to support it with intellectual effort as well as with fees?
- is the subject matter of the course on a level that is suitable for the university?
- is any other agency in a position to provide the service at least as well as is the university?

Several universities indicated that every course offered should be subjected to this kind of enquiry by some committee once every year.

5. Staff.

At most universities in Canada, the full-time staff members giving special attention to extension work or adult education are regular members of faculty. As such they are covered by the same conditions of salary, tenure and pension as other members of faculty. Similarly, the clerical workers are affected by policies covering all clerical workers at the university. However, the extension department may also employ field workers, or technical specialists in photography or science or the arts and it has not always been easy to determine their status and position.

Every one with whom this question has been discussed seemed to be convinced that a staff member giving his major attention to extension work should also try to have at least some small part in the intra-mural work of the university. By this means, they argue, he will be in regular touch with academic colleagues, and aware of their thinking on broad questions of higher education. The report from the University of Manitoba states:

"Extension staff members must have sufficient academic competence to command the respect of their intra-mural colleagues and the demonstration of this demands close contact with general intra-mural life". The effect of such a policy is to prevent adult education from seeming a thing apart from the main concern of the university, something special or sub-standard. While it is quite true that the administration of adult education is demanding, leaving little time for anything else, in most Canadian universities, those who are mainly concerned with it also teach at least one undergraduate or graduate course.

It is worth pointing out that, in both the United Kingdom and the United States, the sharpest criticism of university adult education has arisen when those chiefly responsible for the work were out of touch with their colleagues. However, when, as in the United States, an extension department swells to several hundred staff members, many of whom are rarely if ever found on the main campus, it is not surprising that some faculty members wonder what the extra-mural activities have to do with the university. Size and complexity of the adult programme do not make criticism and conflict inevitable, but they do bring a new dimension to the problem that all universities face, that of effective communication between staff members.

Some argue that those directly concerned with adult education should seek academic status by virtue of their position in some faculty. For example, at one university the special field of the Director is Sociology, the Assistant Director has specialized in History and the Drama Supervisor in English. Each, it is claimed, should teach these subjects, and derive his academic status from proficiency in these fields.

But the briefest kind of examination will reveal that none of these three individuals can fairly be judged by his stature in these subjects. The primary concern of all of them is something other than these subjects or disciplines, and their progress as scholars and members of faculty must necessarily be judged on a different basis than if they were full-time teaching members of such faculties. Besides, such a view does not take into account that adult education is itself becoming a field of interest and enquiry, with special claims of its own. It is a field which already comprehends a large body of knowledge and practice respecting the special needs and capacity for learning of adults, a field in which there is much need for further research. Already courses in adult education are being offered at St. Francis Xavier University, Laval University, Sir George Williams College, Macdonald College, Ontario College of Education (University of Toronto), the University of Manitoba, and the University of British Columbia. Accordingly, while staff members giving major attention to adult education ought to be encouraged to develop at least one major academic competence, their progress and academic position should be appraised on the basis of their major, not their minor, work.

What does a university look for in prospective staff members? A report from the University of Alberta stated it in this way:

- sound academic qualifications in terms of quality of work performed rather than degrees earned
- a broad general knowledge outside the field of specialization
- a good personality
- organizational and administrative ability - energy, initiative, imagination and versatility.

According to the report from the University of Manitoba, the criteria are:

- a university degree

- previous experience in some branch of education, preferably adult education
- a record of success in dealing with adult groups, which includes demonstrated powers of character and personality
- a better than average standard of physical fitness.

These are rather general criteria, useful to a point and indicating a prevailing attitude. Most of the other universities are vague and some are silent about criteria for selecting staff. In practice it is usual to make appointments from the arts or science faculty whether or not there has been any previous experience in extension work or adult education. Since it is well known that most people now in this work did not have any special training or experience before starting, it seems to be assumed that this is as it should be.

Perhaps it is too much to expect, at this relatively early stage in development, that there could be a clear understanding of what the work of extension or adult education requires. And yet one cannot help but be a little apprehensive at the paucity of thinking that seems to have been done so far. For, as in anything else, the choice of staff is crucial. Some of the replies received in this survey were shown to two young men, both of them brilliant graduate students, who are contemplating making a career of adult education in the university. One of them observed, unfairly, that a university seems to give more thought to the hiring of a bookkeeper or janitor than it does to those who will teach and administer programmes for adults.

It is commonly believed, in Canada and elsewhere, that a good college teacher will also be successful in teaching adults. Paul McGhee, Dean of the Division of General Education at New York University, has some reservations about this, growing out of his long years of experience:

On the University level of adult education we must have the highest standards of teaching; nothing less will be good enough. It is not possible, in our opinion, for a person to give a University-level adult education course on economics who knows discussion methods and group dynamics but not economics. Neither is it possible to transfer the methods successfully employed in the undergraduate or graduate credit course directly to the non-credit adult group. 11

But, the college teacher who is patient, resourceful and tries to understand the special conditions of the adult group will have no great difficulty in adapting his subject matter and methods.

Several men who teach adult classes report that they enjoy the class discussions, particularly the opportunity to exchange experiences. They also claim that their skill in teaching has improved. This, as we have seen, was also the contention of R. H. Tawney and other noted English scholars. The contacts established in such classes tend to break down the isolation of the university from the affairs of everyday life. The 1919 Report drew particular attention to this:

One of the dangers of academic work, of which many of those engaged in it are well aware, is that, absorbed in its own exacting problems, it may become divorced from the general life of the community, and thus miss the opportunity either of getting or of giving the inspiration which springs from the mingling of different types of culture and experience. The extra-mural departments...would be the eyes and the ears of the Universities...They would report...on the possibility of extending the influence of the Universities into fields which as yet they have not touched....Their (the Universities') influence will depend in part on their ability to keep in close touch with the changing currents of social life outside them. 12

In Canadian universities, the title of the chief officer of the extension department is "director". This is also the common title in the United States, although an increasing number of universities now have a "dean" of the extension department and in a few universities there is a vice-president in charge of adult education services.

The director has no easy task. Dr. Stearn, in his wry fashion, has referred to his plight: "It is all very confusing, and in the midst of the confusion stands the Director of Extension, whose chief support is often only his sense of humour". And Dr. Houle has contrasted the responsibility of the director with that of some of his academic colleagues:

Whereas they typically have a single all-embracing goal, he does not. The dean of the law school and the dean of the arts college can direct their attention to the task of educating people to be lawyers or to be liberally educated men and women. These are not easy tasks but they do provide focus and direction. The dean of adult education, however, can seldom concentrate entirely on his task as a creative leader; indeed he is fortunate if he can devote very much of his time at all to this one among his many duties. He must play many roles: he must provide a service agency through which the other colleges and divisions approach the community; he must try to channel and serve the requests and demands made by outside groups upon the university; he must serve as a public relations officer; and, all too often, he is required to be financially self-sustaining or even to make a profit....in taking the responsibility for a new subject field, [he] must take on his own back the scorn of his colleagues across the campus. If the new field fails, he suffers. If it succeeds, he must often, like any parent, let it grow up and go away....The dean of adult education is always being expected by the faculty, by his fellow deans, and by the central administration to adhere to some general pattern of procedure which fits every one but him. He is told to rationalize his work according to some simple plan - usually supplied by others - whereas his work can never be fitted into a rigid scheme by any methods short of those of Procrustes. 13

One of the most important tasks of the director of extension is the finding of teachers for both credit and non-credit courses. In a very few places a man is told that he is expected to give some time to adult teaching, when he joins the university faculty. But this is exceptional. At most universities the director has no power but persuasion; he has a "hunting license but no authority". However, as we have noted elsewhere, faculty members have usually been generous of their time if they felt the activity was significant. Time has often been given with no financial return. Increasingly, though, there is an honorarium for this extra teaching, but, while most staff members are glad to have it, they feel it is too small.

At some universities, all credit courses, on- or off-campus, must be taught by members of the faculty. Others are willing to employ instructors if their academic record and personal qualifications are on a level with those required for university appointment. Appointments of this kind, and the appointment of retired members of faculty, are likely to be more numerous in future.

Already, in the United States, the extension departments of some universities themselves appoint teachers for many subjects. At the University of Oregon, for example, a large number of full-time professors in all arts, science and commerce subjects are regular members of the staff of the Extension Department. This has not happened in Canada to any significant extent. Despite certain obvious disadvantages which may ensue from the creation of a second teaching department, the plan is being discussed at two or three universities.

6. Equipment.

In recent years, increasing attention has been devoted to the facilities for adult

education. There was a time when very little thought was given to place or atmosphere. Any classroom was good enough. The desks might be small and tightly screwed to the floor, the lighting poor and the blackboards a blurry grey; but these things, it was held, should not deter a real student. Nor do they. However, it is now more clearly understood that such factors as good lighting, attractive rooms, seating arranged so that discussion is possible, all make a difference in the quality of learning. This is not true exclusively of adults, but it is particularly true of them.

Stephen Leacock's essay on education at Oxford is still capable of drawing a smile, but it is not without real point. "If I were founding a university I would found first a smoking room; then when I had a little more money in hand I would found a dormitory; then after that, or more probably with it, a decent reading room and a library. After that, if I still had more money that I couldn't use, I would hire a professor and get some textbooks".

Most extension departments have been operated on a slender budget. However, particularly in the past decade, most of them have learned that efficiently planned offices, with first-class office equipment, are not an extravagance but result in the saving of costs.

Those universities that extend their services over a wide geographic area have built up special resources for this work. British Columbia, Alberta and St. Francis Xavier University have large extension book libraries. Along with the University of Manitoba, Macdonald College and Queen's University, they also maintain film libraries. Many universities have collections of plays, music records and pamphlets.

Special rooms or buildings have also been planned. There is the Centre de Culture Populaire at Laval University and the Catholic Centre at the University of Ottawa. At the University of British Columbia, there is the Youth Training Centre with classrooms, a library, social rooms, craft rooms, meal facilities and a residence. This Centre is in almost constant use for conferences of all kinds, for all ages, varying in length from one day to six weeks.¹⁴

The "third campus" of the University of Alberta is the Banff School of Fine Arts. It is used for the teaching of fine arts during the summer months, but for the rest of the year it serves as a centre for continuous learning, a place where adult groups of all kinds can hold conferences and short courses for any period up to two months.

Interest in the possibilities of education carried on in residence is becoming more marked all over Canada. Most universities now have new residence accommodation to take care of adult seminars and short courses, at least during certain periods of the year. Queen's University, and the Universities of Manitoba and British Columbia are all planning additions to present residences.

One result of developing special equipment is that the extension department becomes a service centre for the entire university. For example, the Extension Department of the University of British Columbia maintains printing equipment used by the rest of the University, and its photographic section is responsible for all kinds of photographic services, for publicity as well as the preparation of slides for science courses. At Queen's, Alberta and Manitoba, the Extension Department provides film and projection services for the rest of the university. For the most part, these services have not resulted from a conscious plan; they were established because of their value for adult education, and their usefulness to the university, as a whole, has become a secondary purpose.

7. Finance.

There are many differences in practice in the financing of adult education in Can-

adian universities.

At the University of British Columbia, the main sources of revenue are:

• Direct grant from the University	52%
• Fees and memberships	26%
• Foundation grants	1%
• Dominion-Provincial Government grants	13%
• Service fees, printing, photography	3%
• Miscellaneous	<u>5%</u>
	100%

The total budget for the Extension Department is about \$225,000 a year.

The income of the Extension Department of the University of Alberta is derived in the following ways:

• Service fees (film rentals, equipment rentals and sales, rooms, meals and services at the Banff School of Fine Arts, etc.)	53%
• From University Budget	30%
• Tuition fees	13%
• Scholarships	2%
• Grants	<u>2%</u>
	100%

From this table one would estimate that the work is about 70% self-supporting, with a total of about \$450,000 a year.

In most other universities, the primary source of support is fees, although in a few cases direct grants are received from the university or for services. The university contribution usually comes as an outright grant, but in some cases it is in the form of indirect aid, in the provision of offices and classrooms without charge, or at a cost so low as to constitute a hidden subsidy. Another form of support, at universities such as Laval and Assumption College, comes through the services of staff members provided without any special charge or honorarium.

At McGill University, the work of the Extension Department is supported completely by fees, but one-third of the budget of Macdonald College comes as a grant from the University. At the Universities of Toronto and Western Ontario and at McMaster and Queen's Universities, and perhaps some others, the fees collected for courses are in most years substantially higher than the costs of the programmes, and the university receives a net surplus from the operation.

Foundation grants have had some impact on the development of adult education, particularly in the Maritimes and British Columbia. Adult education activities at St. Francis Xavier, Acadia, Laval, McGill, Macdonald College, Manitoba, Alberta and British Columbia have all at one time or another received some help from American foundations, particularly the Carnegie Corporation.

A Carnegie grant was the chief financial support of the Extension Department of the University of British Columbia in its first two years of existence. The Banff School of Fine Arts was aided in its early development by both the Carnegie Corporation and the Rockefeller Foundation. Support of St. Francis Xavier University by Carnegie was of considerable importance in the early days of its adult activities, and a similar grant made it possible for Acadia University in the "thirties" to undertake a substantial programme

of adult education which was abandoned when the grants came to an end. Most of the universities in Ontario have received modest assistance for special projects from the Atkinson Foundation. This support has provided excellent demonstration of how much relatively small amounts of money can accomplish when the plan is well conceived and when there is good timing. However, in the day-to-day work of adult education in the universities, grants from foundations are not now an important factor.

Assistance from private organizations other than foundations has not been sought very often. However, the outstanding pioneer rural library programme of McGill University (now administered by the Adult Education Service of Macdonald College) was established, and has been maintained ever since, by gifts from the McLennan family. The Saskatchewan Wheat Pool makes an annual grant of \$10,000 to the work of the Extension Department of the University of Saskatchewan, and other organizations in Saskatchewan contribute about \$12,000 a year in grants or services. Private funds have provided much of the capital for permanent buildings at the Banff School of Fine Arts. The Extension Department of St. Francis Xavier University has also received many private donations. When a particular course (e.g. Mining) requires special equipment or the services of lecturers who require extra fees, the University of Toronto has a policy of asking the outside organizations most interested to assume the extra costs.

As one might expect, it has been easier to secure private support for certain practical projects than for the more general work. But the promising beginnings made in this latter endeavour suggest further possibilities. Naturally, such private financing should be carefully planned so that the general financing of the university will in no way suffer.

Government grants have played a much less important part in the support of adult education in Canada than in almost any other country. The sum total of the money granted by federal and provincial governments for all forms of adult education is, comparatively speaking, only a fraction of what is provided in the United Kingdom, the United States, the Scandinavian countries and some other western nations. This general observation is also true of the work carried on in universities. Both St. Francis Xavier University and the University of British Columbia have for a number of years been receiving direct grants from the Federal Department of Fisheries for "the education of fishermen". From time to time several universities have been able to use grants from various Dominion-Provincial Youth Training programmes. But there are no direct national grants to universities for carrying on adult education, although this is a common practice in the United Kingdom, the Scandinavian countries and New Zealand. Nor are there any examples of grants from provincial governments specifically for adult education in the university, even when, as in the case of Manitoba, the provincial government has chosen the Department of Extension and Adult Education of the University to be the official agency responsible for encouraging and co-ordinating adult education activities throughout the province. Direct grants from state governments to extension departments have long been a commonplace in certain American universities. There does not seem to have been any particular difficulty in the administration of such grants or any confusion with other money received by the university for its general work. Since 1945, seven provincial governments in Canada have established special divisions of adult education which are supported out of provincial tax funds. This kind of development has also occurred in the United States and there seems to be no reason why a state or provincial government cannot make a direct grant to a university for its work in adult education as well as support a division of adult education within the department of education. In such a case, of course, there would be a need for regular consult-

ation, planning and co-ordination of effort. But such co-ordination is needed for other reasons and there do not seem to be any particular administrative impediments in the way of such a plan.

There are several significant differences between the financing of university adult education in the United States and in Canada. American budgets tend to be substantially higher than those in Canada, twelve universities reporting budgets for adult education from \$500,000 to \$5,000,000. In the past two decades, the amounts spent on adult education have risen rapidly and have represented an increasing proportion of the total university budget. An average of 60% of the total adult education revenue in American universities comes from fees, and this is probably substantially lower than the average for Canadian universities which, as we have seen, often depend entirely, or nearly so, on this source. In some American universities service charges for film libraries, residences, consultation with industry or government, provide a considerable proportion of the revenue.

It would seem that the ways in which university adult education has been financed are more closely linked with the current views held about its place and importance than with the potential sources of money. In most places the work is expected to "pay its way" or to be provided at a stringently low cost. This attitude does not constitute an insuperable obstacle in the way of finding additional revenues, but it seems to explain the rather slender budgets which characterize the adult education programme of most Canadian universities.

Budgeting procedure

At most universities there is a separate budget for adult education. It is prepared in the same way as other department or faculty budgets and submitted to the president, for review and acceptance. Control of the financial operations usually follows the practice found in the particular university. In most cases, too, all money received is turned over immediately to the business office of the university.

In the case of credit courses, fees for extra-mural students are identical with those for intra-mural students. Non-credit courses are usually planned so as to return all direct expenditures on the courses. But at some universities such as Queen's, Western Ontario, Montreal, and Manitoba, there is a definite policy of using some of the receipts from courses which are successful in attracting large enrolments to support equally desirable courses which may be of limited appeal, or which as yet have not aroused sufficient interest to achieve complete self-support. Large classes which more than carry their expenses make possible the addition of small classes which need to be subsidized. Most directors of extension departments believe that a good deal of flexibility is needed at this point. The practice of stipulating that a sizeable number must enrol before any class will be offered has been criticized by those who believe that many of the soundest educational activities are bound to start in a modest way, and may never have a chance if they are not subsidized at first.

Who should pay for adult education?

As far as the reports go, there is no doubt about the answer to this question. With comparatively few exceptions, universities have indicated that all adult education activities should be self-supporting. Such replies as, "It is my opinion that adult education should be completely self-supporting", are quite common. Some claim that adults can afford the courses and therefore should be expected to pay for any activities they wish to undertake. Others state that the acceptance by an individual adult of the responsibility for paying for an activity is the best, or perhaps the only, way to determine if he is serious

in his purpose.

A few universities replied that, while the total operation of their programme ought to pay its way, certain activities may need subsidy at least for the first two or three years. As noted above, they question the decision of some universities that no activity will be undertaken if it will not quickly become self-supporting.

As well as the costs of instruction there are those of organization. Some Canadian universities make little or no provision for this. Yet the 1919 Report was very clear on the point: "expenditures upon the preliminary work of organization is educational expenditure in the fullest sense of the word. To starve it is to jeopardize the success of the whole".

However, a number of individuals interviewed, and the official report of St. Francis Xavier University, take another position on the question of self-support. This Maritime University firmly states: "It is our experience that the adult education work of the University cannot and should not be self-supporting". In part, this conflict of opinion arises from a basic difference in the kinds of service provided. No one has argued that adults taking credit courses should be treated in any special way. (Very little thought, by the way, seems to have been given to the provision of scholarships, bursaries or other assistance for adult students)

The decision may depend on how one values adult education. For over fifty years, most of the writers on this topic in Britain have argued that work which must be supported entirely by fees will be deficient in quality. The 1919 Report solemnly warned about the short-sightedness of such a policy; and, as we have noted, direct grants to universities for adult education were provided as a result of the discussion which followed this report. Thirty-five years later, a Committee headed by Dr. Eric Ashby was appointed by the Minister of Education to study "the organization and finance of adult education in England and Wales". The Committee recently recommended the continuance of direct government grants: "In agreement with the great majority of universities, we think it would be undesirable for the Ministry to withdraw its direct grants to universities for adult education and for the whole financial responsibility to lie with the universities".¹⁵ It was at this time that Prime Minister Churchill, in defending his government from the charge that it had cut grants for adult education, wrote:

There is, perhaps, no branch of our vast educational system which should more attract within its particular sphere the aid and encouragement of the State than adult education....The mental and moral outlook of free men studying the past with free minds in order to discern the future demands the highest measures which our hard pressed finances can sustain....The appetite of adults to be shown the foundations and processes of thought will never be denied by a British Administration cherishing the continuity of our Island life.¹⁶

The principle is well established that, in general, people will have more respect for a service if they pay for it. But this principle, in the case of the university, is always modified by two other considerations, ability to pay and what is in the public interest. It was long ago decided that the training of doctors is in the public interest and ways and means are found to subsidize medical education, because, if this were not done, few individuals would be able to afford the training. If education for adults is also in the public interest, there seems to be no reason why the same principle should not apply. Yet Canadian practice is often to apply a rigid ruling whereby any activity planned for older students will be cancelled automatically if it cannot be financed by student fees. Certainly most activities planned for adults are now supported and can be supported by fees. But should

they be singled out for special sanctions? This may be exceedingly short-sighted as the following illustration will demonstrate. Like many other countries, England now has a severe shortage of teachers. Accordingly, a very interesting experiment is now under way by which selected older men and women who have always had an interest in teaching, but were never able to secure the appropriate training, are being given special courses. Those conducting the experiment report excellent results so far. They feel that some other professional positions in libraries, the church and social work can be filled in the same way. But a much more flexible financial plan will be needed if we are to have anything like this in Canada.

Apprehension about present policies

Many American universities report discontent with present financial policies. The principal difficulty noted is that the high degree of self-support for extension services:

(1) limits too sharply the scope of these programs since new and experimental activities are not usually self-supporting to any great degree, and (2) also tends to eliminate many services which could make substantial contributions to improving citizenship, encouraging greater participation in public affairs, health improvement and other accepted and desirable ends, because many groups for whom these services would be most valuable are not able to finance them to any great extent. 17

At a recent university conference held in Chicago, the Dean of a state university was roundly applauded when he declared, "It is time we stopped charging adults all that the traffic will bear, holding down costs and making money to pay the debts of the medical school". In his criticism of adult education in the United States, Dr. C. O. Houle wrote:

Courses which are attractive develop large sums in fees, and thus the third sort of fatal flaw appears: designing adult education programmes in subjects where the university can make a profit for use in its "purer" intellectual concerns. 18

In his last report, Dr. C. H. Stearn expressed similar misgivings about the consequences of present financial arrangements:

Extension Departments have been accused of "concentrating on profits". This charge, though utterly unfair, is based upon just sufficient truth to keep it alive, if not to appear to justify it. It is true that classes are promised in certain subjects on condition that "there is a sufficient enrolment", or withdrawn because they are "not economically possible"; which means, of course, at least as far as McMaster is concerned, that the fees paid will not be adequate to meet the honorarium to be given to the instructor. This of course does not accurately represent the situation. What is overlooked is the fact that, in calculating how much is necessary to support a given course, no account is taken of "overhead", a very large item, especially during the winter months, when the outlay for heating and lighting is especially high. But granted all that, it is still much to be regretted that Extension classes are expected to be self-supporting in a sense in which the day classes are not.

The results of this policy are painfully obvious. It means, in effect, that we can only give (a) in credit courses, those subjects which are asked for by sufficient numbers, i.e. desired by the majority, and (b) in non-credit courses, the subjects which are in a literal sense popular....The almost complete absence of science subjects from the Extension Course is due to the fact that not enough students are willing (or able?) to pay the extra fee, which custom dictates shall cover the higher costs of offering such subjects, involving, as they usually do, laboratory work and the employment perhaps of an assistant....The non-

teacher looking for Evening Classes which will assist him in his work, or qualify him for professional advancement, is pressing more and more for such courses. However, because of our insistence on an "economic" enrolment, the enquirer meets with disappointment. 19

Dr. Stearn has stated, very candidly, this apprehension which others feel but seldom express publicly. He has also made some suggestions for raising additional funds. He urges that:

- i. When appeals are addressed to industry for financial support, the claims of the extension students should be heard.
- ii. Some formula should be sought by which the federal government, in making its grants to universities, would take extension students into account, rather than day students only.

Neither of these proposals is new and neither is free from certain difficulties. Both require thoughtful study, although they do seem to be feasible. But, regardless of the practicability of these specific proposals, it does seem that there are more ways of financing university adult education than are yet being employed.

8. Relationships outside the university.

When the university engages in educational activities in places far beyond the campus, the question of relationships with other universities and with outside agencies of all kinds becomes of considerable importance.

In recent years, the number and complexity of such relationships have been on the increase. The university may sometimes be associated with a provincial department of education, with one or more school boards, with professional societies or trade associations, with large membership organizations such as trade-unions or with voluntary organizations. If its work is supported in part from tax funds, then it may be "competing" for such funds with the department of education or the board of education. Moreover, the university is under heavy pressure from trade associations and similar organizations to arrange particular courses. Quite often the interested group wants to participate in planning the activity or even to share in its sponsorship. As we have seen, some universities have chosen to make themselves responsible only for those adult education activities which they are in the best position to undertake, leaving the rest to other agencies. What is not always understood is that this policy itself assumes there will be some regular means of consultation with other agencies regarding the respective spheres of work.

Considerable study has been given to this topic in all parts of Canada with some result.

The Director of Extension at the University of Alberta has expressed the view that further clarification is needed in his province:

It cannot be said that there is a well-conceived and well-integrated attack on the whole problem of adult education in the province. Perhaps a clearer definition of the University position would help. We should, I believe, rely increasingly on the local collegiates to organize adult education in the communities; with the University offering guidance and assistance in developing programs. The University, even within the limits it should set itself, cannot service the whole province....Present plans envisage the calling of an annual adult education conference to be attended on a voluntary basis by the representatives of the provincial and community agencies interested in the field.... At the local or community level the University has encouraged the establishment of community councils designed to bring all

elements in the community together to plan a co-ordinated and community-wide service.

(a) Clearance among universities.

In Ontario, where several universities were engaged in extension work over a wide area, it seemed desirable to plan the work so that it might be conducted in the best interests of all. After considerable study, agreement was reached in April, 1953 on a number of points in regard to Evening Classes for Teachers, leading to a B.A. degree. Included in the report are these recommendations on instruction, examinations, and geographical areas:

...that the highest possible standard of instruction should be maintained in all classes; and that before a class is undertaken in any centre, the university conducting that particular class, should give to all universities full information concerning the instructor selected.

Since it is understood that students registered in any university may attend classes conducted by any other university, it is essential that instructors be appointed who are acceptable to all universities concerned....

...that the university conducting the class be responsible for setting the examination...that...the examination be the same as that set for the regular undergraduate course (or) of the same standard....

...that each university be responsible for lecture courses, seminars and laboratory classes in the urban centre in which each is located....that each university be responsible for conducting all courses in those counties which are adjacent to its centre....(These counties are specified in the agreement).

...that those universities which now conduct courses by correspondence will continue with these courses regardless of the centre in which the student resides. 20

While this agreement is limited to courses for teachers, it does serve as a guide for other relationships among universities. Moreover, because of their nature, the Department of Education of Ontario had initiated the discussions, and the agreement thus marks a beginning in defining relationships between the Department and the universities.

(b) Formal clearance between a university and a provincial department of education.

There are now seven Canadian provinces with departmental units dealing with adult education. In Newfoundland, several years prior to union with Canada, a Division of Adult Education was established as part of the Department of Education. Other divisions, sometimes known by the title "community programmes branch" are now in operation in Nova Scotia, Ontario, Saskatchewan and British Columbia, while in both New Brunswick and Prince Edward Island, the Department of Education maintains special services for adults. This kind of development has gone even further in the United States.

Where the university and the department of education both have a large but ill-defined responsibility, there are many possibilities for over-lapping of services and for conflict. In one province such an unsatisfactory condition persisted for several years. But it is now generally understood that careful clearance and co-operative planning are required, and the last few years have seen a number of examples of thoughtful planning and agreement on responsibilities.

i. Manitoba. The Manitoba Royal Commission on Adult Education recommended that the government of Manitoba should take the initiative in setting up a provincial adult edu-

ation council, with authority and sufficient public funds to take the lead in fostering and co-ordinating adult education in that province. However, the government has since chosen to place this responsibility in the hands of the University. This is clearly set out in a letter of July 19th, 1949, from the Minister of Education to the President of the University of Manitoba:

The Government has come to a decision on the general policy which it desires to follow in connection with adult education. It is the view of the Government that, in so far as Government sponsorship is concerned, and public monies used, such programmes should not have any partisan political basis, but should be conducted on a broad scale, objective basis with a view to providing the most all-round educational facilities for our adult population.

To achieve this end, it has seemed the wisest course to bring the over-all co-ordinating effort in adult education under the jurisdiction of the University of Manitoba. It is not our thought that a complex organization be established, to be run throughout the Province by the University, but rather that the programme set up under the University should utilize the experience and interest of the many organizations which are now doing work in the adult education field. The work of all such organizations should be encouraged with a view to making each organization's work in its own field as broadly effective as possible.

Where a new field of adult education work is to be entered upon, it is our thought that the University would endeavour to secure the consent of some existing organization to undertake the new work, or failing that, would seek to find some other organization which would be willing to step into this field. Our general thought is that the best adult education results will follow where we secure the greatest participation on the part of the people themselves.

The University of Manitoba is thus in a unique position, charged as it is to stimulate and co-ordinate adult education throughout the province. However, several other universities have actually assumed such a position without any formal agreement with the provincial government concerned, but because of their leadership in the field.

ii. British Columbia. In British Columbia, the same problem of inter-relationships was studied by a special committee composed of five representatives of the Department of Education and five representatives of the University. A general statement of principles was drafted and signed by the representatives in June, 1954:

1. There is a significant need for adult education in our democratic society today. Democracy can only be achieved in a society where the adult is an active participant in the political, social, economic and cultural affairs of the community. Thus it is essential that the adult continue his education after his formal schooling, and in fact throughout life.

2. Both private and public agencies now recognize and should continue to assume responsibility in providing for a broad and rich programme for the education of adults. In the end, what is important is not necessarily a particular agency, but the fact that people are given adequate opportunities to continue life-long learning.

3. Two significant public agencies in adult education are the Department of University Extension and various branches of the Provincial Department of Education. Both agencies have developed a number of activities in this field, but little thought has heretofore been given to mutual consultation. To make these programmes as effective as possible, it is recommended that the Department and the University establish an informal policy of co-ordination and co-operation, preferably through a joint committee, in the over-all field of adult education.

4. Adult education is a broad field and is served by a large number of voluntary organizations. It would be of value to all interested groups to hold periodic informal conferences with the aim to exchange

ideas, methods and materials in adult education. Governmental and University agencies could play an important part in pooling their professional experience and resources with private organizations.

5. The primary constituency of all adult education is the local community, where people live and work and play. It is also an encouraging trend that the public school is increasingly becoming the centre for adult education. At the same time, most public school boards and teachers have not made full use of the rich potential for public adult education with the many excellent facilities at their disposal. Because this area of interest is a fairly recent development, there is not sufficient awareness of the role that adult education can play in community life. It is recommended therefore:

- a) that school boards be made more aware of the opportunities, in terms of resources, programme and finances, which are available through the Department of Education and University Extension.
- b) that the Department of Education fully discuss with school inspectors the whole field of adult education.
- c) that school boards enable Directors of Night School Classes to attend a training conference on adult education, under the auspices of the Department of Education and with the full co-operation of the Department of University Extension.

6. If adult education is to succeed and enjoy continuity, the training of local community leaders is imperative. This principle is already observed by Government and University services. It is recommended that rural leadership training courses be stimulated and, where feasible, jointly sponsored by University Extension and the Community Programmes Branch.

7. In view of the increasing financial assistance available for vocational education through joint Dominion and Provincial funds, it is recommended that the Department of University Extension avail itself fully of such assistance, in consultation with the Provincial Director of Adult Education.

This memorandum, indicating how university and government can work together, how they can share and not compete for funds, how each can relate its work to voluntary organizations and local communities, has provided an excellent basis for effective, regular collaboration.

In other provinces, the universities have worked out their own patterns of co-operation with the government service. In Nova Scotia, for example, staff of the Division of Adult Education meet in a planned and regular way with faculty members in the universities. One staff member of the Department worked for some years from an office in Acadia University and another was situated at St. Francis Xavier University. The staff officers worked daily with their university colleagues. The result has been a close and continuous relationship in the planning and conduct of educational work. In Ontario, the Community Programmes Branch of the Department of Education regularly conducts courses on the campuses of, and in co-operation with, the universities of Western Ontario, McMaster, Queen's and Ottawa. In Saskatchewan, the University and the Division of Adult Education are joint sponsors of the Institute on Public Affairs held each summer.

Where a university and a board of education are each conducting evening courses for adults in the same city, careful clearance is also needed. In Winnipeg, the Director of Night Schools and the Director of University Extension consult together regularly on courses offered. A recent development has been to issue advertisements in which the courses of both institutions are mentioned. There is the same kind of clearance between the Director of the Adult Education Division of the Vancouver School Board and the Director of University Extension at the University of British Columbia. This kind of planning will become particularly important to communities like Calgary and Regina, where junior colleges share a responsibility for adult education.

(c) Relationship with other agencies through provincial "clearing-house" organizations.

Memorial University and various branches of the provincial government are represented in a Joint Planning Commission which meets regularly in St. John's to provide an opportunity for exchange of views and information about the development of all forms of adult education in Newfoundland. There is also a Joint Planning Commission meeting twice a year in Manitoba, in which all organizations interested in adult education, whether private or governmental, participate. This Commission was organized and continues to be staffed by the University Extension Department as the means by which it can best discharge its function of co-ordination. A similar Commission has likewise been established in British Columbia through co-operative action taken by the University, the Vancouver School Board, and the Department of Education, in which all other interested agencies take part. And, as noted earlier, the same sort of plan is under consideration for Alberta and Saskatchewan.

Conferences also serve a similar purpose. The national conferences of the Canadian Association for Adult Education have for two decades provided those interested in university adult education with an opportunity to consult with colleagues in other fields. Similar consultation also takes place every second year in the Western Regional Conference on Adult Education (held most recently at the University of Saskatchewan) and the Atlantic Provinces Regional Conference (held most recently at St. Dunstan's College in Charlottetown). It is significant to note that the chief outcome of the last Western Regional Conference was a plan by which the four western universities will combine forces in providing a course for "field workers" of all kinds in these four provinces.

9. Demonstration and withdrawal.

The point is often made that the university may have a responsibility for certain activities if no other agency exists, but that it should withdraw when circumstances alter. It is a generalization such as this which often faces an extension department with its most acute administrative problem. Principles of this kind need to be observed as they work out in practice.

Let us take one example. Early in this century cultural resources of all kinds were lacking in the western provinces. One could have debated whether or not the university was the best of all possible agencies for fostering the fine arts. But such an argument would have had the same kind of relevancy as General Grant's observation that Venice would be a fine city if it weren't for the canals. In fact there was no other agency to make a beginning a quarter century ago. In developing its Fine Arts programme, the University of Alberta began by setting up travelling art exhibits and art classes, encouraging local drama, and arranging drama festivals, one of which was followed by the establishment of the Banff School of Fine Arts and a continuing service to cultural organizations of all kinds. At many stages in this process, the critics could and did ask what possible connection such a programme could have with the work of a university, or by what canon of excellence it could be approved. It was pointed out that, while some of the plays produced in local communities were of good quality, others were appallingly bad.

Still, regardless of the criticism that might have been justified at any one point in time, the result, as has been noted before, has been to bring opportunities for artistic expression to hundreds of prairie communities. Would this have been accomplished more quickly if more rigid artistic standards had been applied? Or if the university had tried to discriminate between the appreciation of the art and skill or performance? Or, would the process have been set in motion at all?

At any rate, such results were achieved. But what now? Should the university continue to work in the same way? Is there any of this service which ought now to be carried on by local authorities such as a board of education? On what basis does a university decide when its pioneering and demonstrating roles are over and it is time to leave the main task to others? And if it does withdraw, should it do so altogether, or retain some relationship with its former activity?

These questions can be sharpened by examining a second example. In its work with farmers and fishermen, the staff of St. Francis Xavier University has helped to establish credit unions and co-operatives. For a time, University staff members were involved in the actual day-by-day administration of these organizations, both as a demonstration and as a means of training others. From most of these positions, they have long since withdrawn. But the University has continued to provide a good deal of the general education and the training of personnel. Should it cease to perform this remaining function, leaving it to the credit union and co-operative organizations?

It is never easy to make a decision of this kind in practice. One often hears the theory stated, in compellingly simple terms, that once a good idea has been demonstrated nothing more needs to be done. The university's task, it is implied, is to develop good methods and techniques, demonstrate their effectiveness, find and train people to carry on, and then retire gracefully but completely. Actually, deciding when and how this is to be done is a complicated and difficult matter. And some people argue that the principle fails to allow for one important consideration. There are some activities, they claim, that require a measure of stimulation on a regular and continuing basis. No church or religious group would be satisfied with one demonstration, no matter how successful, or with a single act of conversion. Regular opportunities are provided for confronting men and women with the truths and claims of the faith. Man, as it were, needs to have his soul saved daily, not simply experience one moment of exhilaration "on the road to Damascus". Similarly, it is argued, the university has a responsibility for continual and regular intellectual stimulus, even where it may have ceased to give the primary service. What does this mean in practice? Perhaps experience in the United States may provide an answer. There, the university was responsible for much of the early development of adult education, first on its campus, and then in nearby towns. But, increasingly, a "community college" or board of education in these towns has become the major centre and sponsor of adult education in that locality. The university has been glad to restrict its services, yet it has not withdrawn completely. Instead, along with the "community college" or board of education, the university is jointly responsible for making the appointment of the director of adult education in the town, and its representatives continue to hold a permanent place on all policy committees. Its financial commitment is small; the university may only contribute a tiny proportion of the salary involved, but it always has a direct channel by which it can continue to have some influence in questions of curriculum, the competence of staff and the freedom of the teacher, matters in which the university is vitally concerned. Moreover, in this way, it can provide further education for staff members engaged in each of the towns, and can conduct or support research. It has also opportunity for trying out and demonstrating new kinds of courses which, if they prove to be worthwhile, can then be provided in other local communities.

If the university were to withdraw completely it would no longer have any direct influence. But if it retains an interest and a share, which while slight can be crucial as far as quality is concerned, it may mean that a widespread programme affecting many adult students is permeated by its concern for excellence.

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Chapter V PROGRAMME

Perhaps the most succinct review of adult education in the university is contained in the Report of the Royal Commission on National Development in the Arts, Letters and Sciences:

...in smaller centres where few have leisure for intellectual pursuits, it is true to say that the university gives energetic leadership to many movements on which the well-being of the community depends, a leadership made more important by the presence on the staffs of universities of many of our foremost writers, musicians and painters.

Not only does the university serve voluntary groups, it is also the fountain-head of a stream of communal activities. University libraries, conservatories of music, collections of pictures, films, gramophone records, museum materials of all sorts are placed at the disposal of the public in that hospitable spirit which is in university tradition....

The university also reaches far into the community through night classes, summer schools, musical organizations, extension departments and through voluntary societies....The extension departments reach out even further to many who perhaps have no idea what the university has to offer them....Extension workers form or help to form study groups of all kinds throughout the country. Farm forums, workers' study circles, home-makers' clubs, women's institutes, co-operative clubs, art groups, and clubs for young people, all owe much to the initiative of the universities. These are linked with the short courses and conferences which, with the summer schools, crowd our universities through the long vacations....Universities are doing work vital to a healthy national life and often only the universities can do it.¹

As we have seen, the history, the special objectives and the administration of adult education in Canadian universities vary greatly. It is not surprising that we also find a great variety in the actual courses, and other educational services, planned for adults. In all this variety, however, there are two main trends. The basic difference lies in whether universities provide a wide range of services, or whether they concern themselves chiefly with evening classes and courses for teachers.

First, we will look at the courses and services presently offered, and then consider some of the developments in university programmes.

1. Credit courses

Most universities now offer some credit courses for adults. As we have seen, the chief function of Sir George Williams College is to provide a degree programme at night for men and women working in the day-time. Degrees can be earned in Arts, Science and Commerce; the subjects offered are very similar to those on the calendar of any urban university. The usual practice is to complete the prescribed work for a degree in seven years of evening study. Some evening courses are also offered in the summer.

A degree programme for evening students was organized in the University of Montreal just three years ago. In that brief period, registration has mounted rapidly, and at the last count over twelve hundred students were enroled in courses leading to the B.A. or B.Sc.

At McGill University graduate evening classes are given, leading to the degree of M.Eng., in such subjects as Electrical Communication Engineering, Electrical Power Engin-

eering and Mechanical Engineering; courses leading to an M.Sc. degree in Electrical Communications; and to a Graduate Engineering Diploma in Electrical Communications and Power, Mechanical Engineering and Aeronautical Engineering. At many universities, graduate courses in Education are given in the late afternoon, in the evening or on Saturdays, and it is also usual for graduate courses in Commerce to be offered after business hours.

Many universities schedule evening courses which count as partial credit for undergraduate degrees, provided that a prescribed number of courses or terms are also taken in winter or summer sessions. The Universities of British Columbia, Alberta, Saskatchewan and Manitoba, Assumption College, the University of Western Ontario, McMaster University, the University of Toronto, Queen's University, Carleton College, the University of Ottawa, McGill University, Laval University, the University of New Brunswick and Acadia University all follow this plan, and Mount Allison will soon join their ranks. Several universities offer many such courses away from the campus, even though they are usually taught by regular members of the faculty. The number of courses and the enrolments vary from year to year. In 1955, the University of British Columbia organized nine courses on-campus for 178 students and two courses at other centres for 55 students. Alberta had ten courses on-campus for 214 students and seven courses for 117 students in communities outside Edmonton; McMaster had thirty-two courses on-campus for 585 students and six courses outside the University. At the Banff School of Fine Arts, fifty courses are offered in the summer, enroling an average of 5,000 students. Some of these are for credit; others are not.

Queen's University offers History 5 and Psychology 2 at Peterborough, Spanish 1, History 5 and English 5 at Belleville. The University of Western Ontario has for many years provided an extensive programme for students in other centres. During one academic year, fifty-eight different courses were given in twenty-one different communities. The numbers taking such courses ranged between 500 and 1,000. This programme has been curtailed somewhat since the decision in 1953 to concentrate the extension work of the University in the south-western portion of the province.

Examination of the curriculum for adults indicates that History, Literature, Chemistry, Physics, Biology, Mathematics and Psychology seem to be most frequently offered for credit.

2. Non-credit courses

In this study we are following the common practice of using the term non-credit. But it is long past time that some more suitable word came into general use. There is something negative about "non-credit". It seems to imply work that is below standard. For many adults - those who have completed undergraduate or graduate degrees, for example - formal college credit is neither desired, nor is it in any way relevant. A term that will denote the special character and quality of adult study ought to be found and employed.

The programme of credit classes is complicated enough, but the non-credit schedules are much more diversified and involve many more people. Thousands of adult students are enroled in an astonishing array of courses on scores of subjects. And both subjects and enrolments vary considerably from year to year. Most courses occupy an hour or two a week and last from ten to twenty-four weeks. Examinations are sometimes held so that students may assess their progress, but this practice is rather rare. Enrolments and class lists are not always kept carefully. Every university reports an increase in this work, but the statistics have not been kept in a consistent enough way for valid comparisons or for analysis.

A few examples will show the range in subject matter even if it tells us little about quality.

The adult programme at Carleton College during a recent winter included:

National Accounts - Income & Expenditure
Mathematics for Dominion Land Surveyors - Preliminary Examination
Introduction to Accounting Methods
Advanced Cost Accounting
Oral French
Pre-College French
Fiction Writing
Freelance Writing
Creative Writing
Effective English for Business and Professional People
Effective Public Speaking
Great Books Seminar
Preparation for Marriage
Industrial Organization and Management

During the same year, McGill University was offering, exclusive of practical "business courses" and special certificate courses:

Drawing and Painting
Music and Art in Europe
The Chemistry of Daily Life
Folk Dancing
General Economics
Canadian Economic Development
The Economics of Engineering Practice
The Middle East
Religion of the Hindus
English Composition (several)
The Development of the English Novel
Law for the Layman (several)
History and Appreciation of Music
Philosophy of Religion
Great Philosophical Writings (several)
Business and Industrial Psychology
Child Psychology
Introduction to Sociology
History and Appreciation of Art
Interior Decoration
The Chemical Elements
Garden Flowers and Flower Gardens
Money, Banking and Business Cycles
The State in Economic Life
Current Events
Soviet Russia
Speaking in Public (several)
Courses in English for Non-English Speaking (several)
The Art of Shorter Fiction
Mathematics (several)
Introduction to Psychology
Personality
Understanding Ourselves
The Individual and Society
Canadian Income Tax

The University of Manitoba offered:

Social Background of Personality Disorders
Social Ideals - Past and Present
International Relations and World Resources
Advanced English for Newcomers
Better English
The Historical Novel
Creative Writing
Children and Books
Children - How they Grow and Develop
Decorating the Home
Art and its Makers
It's Fun to Draw
Masterpieces of Symphonic Music
Astronomy
The Law We Live By
Public Speaking
French, Russian, German, Ukrainian, Icelandic
Prospecting
Advertising, Selling, Investments
Photography

The programme of the University of Toronto is the largest and most inclusive of all. A list of these courses and a chart showing the organization of the Department are in the appendix.

3. Short courses and conferences

Just as varied in purpose and subject matter as the non-credit courses are the short courses and conferences. These may be one- or two-hour lectures over a period of a few weeks, or an intensive programme lasting up to several days or weeks. The University of British Columbia (at the Youth Training Centre) and the University of Alberta (at the Banff School of Fine Arts) have specially designed facilities for this purpose. But Mount Allison University, St. Francis Xavier University, Queen's University, the University of Western Ontario, Ontario Agricultural College, the University of Toronto, Macdonald College, Laval University, the Universities of Saskatchewan and Manitoba are making extensive use of campus residence facilities in off-seasons for the same purpose. And some universities have arranged such short courses away from the campus.

For almost fifty years the University of Saskatchewan has conducted a large number of short courses. Activities offered on the campus include: Agricultural Engineering, Welding, Farm Building, Construction, Horticulture and Weed Inspection. Off-campus courses, lasting from three to twelve days, and given in all parts of the province, include: Crafts, General Agriculture, Weed Control, Horticulture, Farm Management and Citizenship. These courses number about thirty each year and have an average enrolment of approximately 2,500 farm men and women. A feature of the work of the University of Alberta has been a special week each year when farm young people come from every part of the province, live in residence and participate in a variety of educational activities. Macdonald College and the Ontario Agricultural College have similar annual programmes.

Short courses are arranged by St. Francis Xavier University throughout eastern Nova Scotia on such subjects as the History of the Co-operative Movement, Social Movements, Agriculture and Rural Life and Co-operative Marketing. There is beside an annual winter short course conducted on the campus. Also to be noted is a very important Rural and Industrial Conference which is held every two years, attracting men and women from all parts of the Atlantic Provinces and from abroad, and having a considerable influence on the work of voluntary organizations.

Short courses held at the University of British Columbia during the past year include: Dairying, Bee-Keeping, Group Leadership for Volunteers, The Individual and the Group in Social Welfare, Seminars in Human Relations, Institute on Casework with Children, Introductory Social Work for Staff Members of Recreational Agencies, Youth-Adult Conference, Florists and Growers, Dairy Herd Improvement, Turkey Producers, Films and Sales Training, Films and Supervisory Training, Films and Safety Training.

The University of Toronto frequently arranges conferences of two or three days on such subjects as Social Work, or Earning Opportunities for Older Workers. The Canadian Conference on Pre-stressed Concrete, which provided a short but intensive period of lecture and discussion, assisted a large number of men to become acquainted with recent developments in their particular field.

4. Business courses

Without exception, every university in Canada has been asked by business and professional organizations to provide a large number of courses. This activity, in terms of numbers involved, is now the largest single service, except at a few universities, such as the University of Saskatchewan, where farming is the main concern.

This work is usually carried on in one of three ways: by the commerce faculty (or the school of business administration if one exists), by the extension department, or

through some co-operative arrangement involving the interested faculty and the extension department.

Occupational groups that have grown in size, importance and influence, but are not generally regarded as "professions", have been eager to secure the assistance of the university. They want assistance in educating those entering the field, in increasing skills and knowledge, and in "raising professional standards". Usually the trade association connected with such an occupation will first ask for a single course. Later an attempt may be made to have this course offered by universities in every area where there are numbers of men and women following that occupation. In many cases the single course is soon expanded, and it may become a planned programme of studies lasting for a year or more, with some form of diploma or certificate, which is recognized by the particular vocation, awarded at the conclusion. The instruction may include study at a university, courses conducted by university professors elsewhere, or conducted by correspondence, and may involve written and practical assignments. Examples from the University of Toronto are:

Salesmanship - in co-operation with the Advertising and Sales Club of Toronto.

Paint Power - in co-operation with the Toronto Paint Club and the Canadian Paint, Varnish and Lacquer Association.

How to Invest your Money - in co-operation with the Investment Dealers' Association of Canada.

Purchasing - in co-operation with the Purchasing Agents Association of Toronto.

Traffic Management - in co-operation with the Canadian Industrial Traffic League.

Retail Management - in co-operation with the Ontario Retail Lumber Dealers' Association.

Business Management for the Electrical Contractor - in co-operation with the Electric Service League of Ontario and the Electrical Contractors' Association of Ontario.

Advertising - in co-operation with the Advertising and Sales Club of Toronto.

Construction Management - in co-operation with the Toronto Builders Exchange.

Warehousing and Distribution - in co-operation with the Canadian Warehousemen's Association.

At the Universities of Toronto, McGill, Western Ontario and British Columbia, adult students enrol for a Certificate Course in Business. This usually lasts for three or more years, with students taking one or two courses each session with the necessity of completing at least six units. The courses are planned primarily for those who already have a degree in Commerce, Engineering, Law or Arts and Science and are engaged full time in business and industry. But the separate subjects are usually offered as regular extension courses and non-graduates can enrol. The programme of studies at the University of Toronto, for example, includes:

First Year - Economics
Accounting

Second Year - Human Problems of Administration
One optional subject

Third Year - Business Organization
One optional subject

The optional subjects include Corporation Finance, Marketing, Mercantile Law, Production and Psychology.

Many courses are planned and arranged by the extension department or some member of faculty without any relationship to any outside organization, but students are selected from particular vocations or industries. Examples, again at the University of Toronto,

include Executive Development for Women, Colour - its Behaviour and Application, the Science and Industrial Application of Atomic Energy, Accident Prevention, Personnel Administration, Industrial and Business Administration and Industrial Plant Operation.

5. Other diploma or certificate courses

Courses leading to a special certificate or diploma are planned in fields other than business. McGill University has a certificate course in Journalism. Students must be high school graduates, must have a good command of English, and must complete in three or more years, all of the following courses:

First Year	- Introduction to Journalism Elementary News Writing Elementary Feature Writing
Second Year	- Advance News Writing Newspaper Production Editorial and Critical Writing
Third Year	- Magazine Article Writing Advance Feature Writing Radio News and Talks

Any interested adult may enrol for individual courses.

McGill University also provides a three-year diploma programme in translation (French-English). At the University of Toronto, Occupational Therapy, first established as a three-year certificate programme in the Extension Department, was later taken over by the Faculty of Medicine.

The Extension Committee at McMaster University has developed a plan for certificate courses, which Dr. C. H. Stearn described in the report of the Department for 1954:

But of late there has been a demand for a diploma or certificate of standing in Evening courses provided by this Department, signifying that the recipient has passed an examination set by the University. This matter has been thoroughly canvassed in the Extension Committee, the Faculty and the Senate, and it was agreed that, while the words "Diploma" or "Certificate" were to be avoided when used in a context suggesting a parallel with such diplomas and certificates as were awarded by the University to its regular day students, this Department might award an "Extension Certificate" for certain courses duly approved. 2

The first of these courses, Industrial Engineering, consists of four subjects: Production Organization, Wage Standards and Operational Analysis, Industrial Management, and Accounting.

Similar developments are going on in the Universities of Western Ontario, Alberta and British Columbia. In all of these certificate programmes the curriculum and teaching staff are carefully selected in accordance with the needs of mature students.

6. Correspondence study

We have already noted that "extra-mural" work in preparation for university examinations was permitted at Queen's University after 1878. Local examination centres were established at points where at least three students registered. The development of syllabi and guided reading exercises to aid in home study came shortly after 1890. At first the University sent its own presiding examiners, but this duty soon became too onerous for the staff, particularly as requests for examinations came from as far away as the Northwest Territories. There are now 218 such centres throughout Canada, and in many places outside the country, with clergymen or school inspectors usually serving as presiding officers. The enrolment of foreign students is only accepted "when no administrative

difficulties are likely to arise, and when the time taken in the transmission of papers is not of great importance. In other words, foreign students are not encouraged to take degree courses, although no objection is raised to non-degree courses". Through the years, the majority of students doing correspondence work has been teachers and this is still the case.

Courses offered by Queen's for home study are all in the Faculty of Arts and include such subjects as:

Latin 1, Latin 2
Greek A, Greek 1, Greek 2
Classical Literature 1
Ancient History 4, History 3, History 6
English 1, English 2, English 3, English 14a, 14b
French 1, French 2
German 1, German 2, German 10
Mathematics 1, Mathematics 2, Mathematics 3a, Mathematics 11, Mathematics 10a, Mathematics 11b

Philosophy 1
Politics 2
Economics 4
Commerce 63
Psychology 2, Psychology 3, Psychology 4, Psychology 6, Psychology 8
Spanish A, Spanish 1, Spanish 2, Spanish 6

Assignments vary with each course, but most students are assigned from 16 to 20 exercises. Students wishing to take a degree must complete one half of their work in residence. This means a minimum residence requirement of five summer schools, two winter sessions, or one winter session and three summer schools. No courses are given in Engineering or allied fields. Courses requiring laboratory work or special equipment are taken while the student is in residence. Some students are allowed to take individual courses even if they do not intend to proceed to a degree.

A student may take one or two courses extra-murally each term as well as one or two courses in the Summer School. No graduate work is offered by correspondence. Extra-mural registration now averages about 1,500 students. Queen's courses cover a wider territory than those of any other university in Canada, and other Canadian institutions have no hesitation in recognizing the standards set there.

In a recent address given before the Fourth International Conference on Correspondence Education, Dr. H. W. Curran, the Director of Extension, described the procedures followed at Queen's:

For each course there is an extensive outline (or syllabus) with lecture notes, reading assignments and exercises. The written exercises are submitted on regular dates, and are read and graded by the professor of that course or a tutor in that Department. Usually numerous comments and suggestions are written on the papers which are then promptly mailed back to the student....exactly the same examination is written by the Extra-Mural student in the correspondence course as the regular intra-mural student and is graded by the professor of that subject on the same scale of marking....The outlines usually are mimeographed and run into a considerable number of pages, which will vary with the subject. These outlines are changed as frequently as the regular course is changed. 3

Acadia and Mount Allison Universities have been conducting courses by correspondence for more than thirty years, associated, as at Queen's, with their Summer Schools. A thousand students are enroled in twelve such courses at the University of Saskatchewan. An increasing amount of correspondence work is carried on at the University of British Columbia and some courses are offered at the Universities of Manitoba, Toronto, Western

Ontario and Ottawa. McMaster arranges for students to take some courses by home study assisting them with reading, course outlines, and mid-term examinations.

Several non-credit activities are carried on by correspondence. For several years, the Extension Department of Laval has conducted a course on Co-operatives in this way. The University of Ottawa organizes courses in Marriage and Family Relations. Enrolment for these courses has been sizeable. At Toronto, and increasingly at other universities, business courses on such subjects as Investment, are being conducted completely, or in part, by correspondence. Several universities have had some part in the administration of correspondence programmes conducted by provincial governments or the Department of Veterans' Affairs.

From the above description we see that about half the universities in Canada provide some instruction by correspondence, while half do not. This fact forcefully portrays the mixed feelings that prevail about the values of correspondence study. A few, those who have had close experience with correspondence students, feel that education of superior quality can be provided in this way. But many tolerate the system as "a concession to Canadian geography", while others feel it is largely a waste of time.

Dr. Abraham Flexner, whose book, Universities: American, English, German, ridiculed abuses in medical schools, business schools and science faculties, was equally caustic about correspondence programmes. After giving a number of examples he concludes:

Now, correspondence courses may have their uses; and in a country where postage is cheap and superficiality rampant, they are likely to spring up; but that the prestige of the University of Chicago should be used to bamboozle well-meaning but untrained persons with the notion that they can thus receive a high school or a college education is scandalous. 4

Others have pointed out limitations in the method. They cite the exceedingly large numbers of those who enrol but subsequently drop out without completing their work. They claim that while the correspondence method may be satisfactory for a few subjects it is not at all applicable to others.

Fortunately we are not entirely dependent upon personal opinion in deciding upon the value of correspondence work. Several hundred separate research projects were carried on between 1915 and 1940 which, in some way, compare the academic progress of students taking identical work by correspondence and in intra-mural classes. W. S. Bittner summarized the results in the Encyclopedia of educational research in 1941:

With reference to correspondence work the research shows that the marks in home-study courses are generally higher than in similar courses in residence; the difference between the performance in residence classes of students who had previously earned credits in home-study and those who had only residence work was in favor of the home-study group; the higher marks, the higher percentage of honor students, and the higher intelligence scores indicated a slight superiority of correspondence students over residence students. One may conclude that students who complete by mail a part of their work for a degree are generally more successful in their residence work than those who have four years of campus instruction and that they are a selected group of superior persistence and perhaps of superior ability or that they have acquired better habits of study. Correspondence courses tend to be favorably selective with reference to academic standards. They encourage able students and stimulate competent instructors, effectively supplementing other educational methods. 5

Since 1941, there have been many improvements in method in the United States. Syllabi are much more satisfactory and texts more readily available. Some universities

have arranged for students who are taking work by correspondence to meet together occasionally, sometimes with the course instructor attending. Music and verbal materials, where these are needed, are sometimes supplied on disc or tape. Motion pictures, and educational television programmes have also been employed.

However, the correspondence programme stands or falls on the interest, patience and skill of the instructor. The construction and lucidity of his syllabus are important, but much more significant is his supervision of the students, the tone, fairness and forcefulness of his criticism, his ability to encourage as well as point out failings.

Not every professor is successful in such arduous teaching. But good teaching of this kind seems to be on the increase. F. Lloyd Hansen of the University of Minnesota wrote recently:

It has been said that there are at least three soundly tested ways through which an individual may initiate his education - by direct contact with superior minds; by direct and reflective contact with the great minds of history through books, music and art; by singular attention to a subject of study, prompted by intellectual curiosity and continued without coercion. Correspondence study embraces all three ways of initiating and sustaining an educational program. Direct communication between teachers and pupil, directed reading and reflection, careful and necessary organization of ideas, the stimulus to seek and systematize knowledge, the voluntary assumption of those restrictions necessary for concentrated study of the subject matter, meaningful enlightenment - all are part of the correspondence method.

Most of the recent studies tend to support conclusions reached earlier. In appraisal of this research, Gayle B. Childs of the University of Nebraska concludes: "At the college level, it is indicated that correspondence study attracts students of high ability, that grades earned are as high or higher than those earned in residence study, and that the performance of correspondence students as measured by test results is at least as high as that of students in residence".⁶ In not one research study was the achievement of correspondence students, as measured by university examinations, proved inferior to that of residence students. In a recent letter, W. S. Bittner, whose experience with correspondence education is unrivalled, wrote:

My own studies have led me to believe that the chief differentials among the factors that affect success in correspondence teaching are the competence and interest of the instructor in reciprocal relation to the student's ability and persistence. The principle cuts across the supposed differences as to subjects taught. Highly technical science courses can be taught as successfully as general and vocational courses providing that the instructor and the student are able and persistent....This conclusion rests on an important assumption, namely that a genuinely good correspondence course is individualized instruction, not a mere set of stereotyped lessons or syllabi or texts.

Studies in the United Kingdom, while not nearly so extensive as in the United States, have yielded similar conclusions. And in Canada, although there has been no careful research, observers claim the situation is in no way different. This was the judgment of Kreine Alexander who came to this continent from South Africa in 1949 and spent several months examining courses before writing a report: Home study in the U.S.A. and Canada.⁷ She found that, when the instruction is of good quality, a large percentage of students do complete the courses and their marks on examinations are usually equal or superior to intra-mural students.

In making the point that correspondence students can and do keep up with other students as far as examination results are concerned, one is not unaware that there are more

values in a university education than can be comprehended or measured by such means. The correspondence student misses the corporate life of the university and the face-to-face contact with scholars. No one would deny that this is a loss, and a substantial one, if life brings him no other opportunity for such experience. But, as we have seen, his correspondence work is frequently supplemented by full time residence in winter or summer terms. Moreover, the experiments by the University of Wisconsin and others in organizing "out-post" classes for correspondence students, and maintaining a supplementary form of contact through reading, radio and television, do suggest some interesting possibilities for Canada. And, while he may rarely or never see his instructor, the relationship between professor and student, albeit by post, is often very close and personal. Nor should one easily forget that certain of the attitudes or characteristics that must be associated with correspondence work, if it is to be successful, are not always found in college residences. These are orderly, regular study, self-reliance, and the determination to work to the best of one's ability.

7. Summer schools

Universities conducting summer schools are: the Universities of British Columbia, Alberta, Saskatchewan, Manitoba, Western Ontario, McMaster University, University of Toronto (Ontario College of Education), Queen's University, University of Ottawa, University of Montreal, McGill University, Sir George Williams College, Laval University, Bishop's University, University of New Brunswick, Mount Allison University, Acadia University, St. Joseph's University, St. Francis Xavier University and Memorial University.

Summer schools have been held in Canadian universities for most of this century. Originally such courses were considered to be extra or ancillary to the main work of the university; now they are often accepted as another session of the "regular" programme. Most summer schools began as a means of giving teachers an opportunity to carry on academic work. This is still the major purpose, although the courses now serve a much wider group.

At the University of Western Ontario and at McMaster, and Queen's, the Director of the Summer School is also the Director of Extension. At Bishop's University, the University of New Brunswick and Acadia, the head of the Education Department is Director of Summer School and also responsible for most of the adult education services. At the University of Manitoba, the Summer School Committee is a sub-committee of the General Faculty Council's Committee on University Extension and Adult Education, but it has considerable autonomy and the Director of the Summer School is nominated by the President and appointed by the Board of Governors.

In many universities, there has always been a community of interest between the extension department and the summer school. This, as we have seen, was given concrete recognition through the formation in 1954 of the Canadian Association of Directors of Extension and Summer School.

At some universities the extension department has its own summer programme. The best-known example is the Banff School of Fine Arts. But the Extension Department of the University of British Columbia also has a major summer programme:

Courses for university credit

Theatre Practice: Acting 1 and Speech 1 (English 421)
Methods and Problems of Teaching Drama in Schools (Education 509)
Art in Education (Education 509)
(These courses can also be taken without credit)

Non-credit courses

Theatre - Acting I and Speech I (see above)

Theatre - (Continued)

Acting II and Speech II
Directing
Stagecraft
Scene Design and Stage Lighting
Play Production

Opera - Basic Acting for Opera

Dramatic Study
Individual Instruction
Study of Concert Literature
Study of Accompanying
University Chorus

Home Economics - Dressmaking

Pre-School Methods

Language for Beginners - English, French, Spanish

Community Leadership Course

Arts and Crafts - Sculpture, Painting, Metals, Ceramics,
Creative Art for Children

The University of Saskatchewan, in addition to offering from 55 to 60 summer courses on the campus, gives several at Regina College, and two at the University Art Camp at Emma Lake, and it co-operates in the Institute on Public Affairs. Laval University holds a course each summer in Radio Production. The University of Ottawa has courses leading to a special diploma in Physical Education and French Conversation. The University of Montreal operates a French Summer School, and a School of Slavic Studies.

Queen's University offers about 30 courses on the campus and two courses each summer in Bermuda (which is counted as residence instruction, so that the Summer School attendance requirement may be reduced). Courses in Art, Drama, Photography, Music, Ballet, are given for special diplomas, and Art, Ballet, Children's Art, Music, Photography offered without credit. Two special programmes of the University of Western Ontario, the French Summer School at Trois Pistoles and the Summer School of Indian Archaeology, will be described later. Mount Allison University offers a Church Music and Choral Workshop, and a Piano Teaching Workshop as well as a Summer Institute on public affairs.

The summer school programmes of the various universities are worthy of attention in their own right but, in spite of their close identification with extension departments, they are no longer to be considered primarily from the point of view of adult education.

8. Alumni and continuing education

In no university in Canada do we find an alumni association arranging courses for its members, or urging the university to do so. Of course, as one might expect, it is often the graduates of a university who encourage it to undertake such new activities as business courses. But, in Canada, the alumni association does not seem to be conceived, by its members, or by any one else, as an instrument of continuing education.

In contrast, in the United States, there are numerous examples of alumni associations with extensive educational programmes. The University of Michigan and Dartmouth College have been holding Alumni Colleges for many years, and now numbers of universities have followed suit. The period varies from a few days to a week or so, with students living in residences or a nearby hotel. This is no homecoming week for football and parties. Naturally there is a good deal of social life, but there is a stiff course of studies. At Smith College, the curriculum has included such subjects as: Civil Liberties, the Cost of Freedom, Challenges to the United States, Foreign Policy in Asia, Religion at Mid-Century, Recent Developments in the North Atlantic Community of Nations.

There seem to be an increasing number of refresher courses planned at Canadian universities for special groups: ministers, teachers, doctors, dentists, nurses, pharmacists, social workers, engineers, foresters, architects, and lawyers. These are arranged by the appropriate university faculty or in co-operation with a professional society. Similar courses are held for business men, usually under the auspices of the school of commerce or business administration. Every university is engaged in this work to some extent, but several have as many as half a dozen courses. Most of them are of the kind in which recent developments in a profession are presented to those who may have been practising it for several years. The instruction is usually of a high quality and time is provided for questions, discussion and exchange of experience.

However, such courses are usually limited to a vocation or to a special field. There have been few occasions when broader subjects or problems have been considered, except indirectly. Engineers do not come back to the university to study literature or other subjects which they missed at the time and would now like to investigate. The possibilities of providing a general or liberal education for all interested college graduates will be considered at some length later.

9. Leadership training

Many writers have referred to the responsibility of the university for training leaders. The term leadership is often used loosely to cover so many different kinds of situations, that it no longer has much precise meaning. Often it is used to mean the development of knowledge and attitudes in selected people whose opinions influence others through the regular academic programme of the university. Paul McGhee, Dean of the Division of General Education of New York University, feels that the university ought to direct its influence beyond the small number who possess unusual intellectual capacity:

We can and should attempt to train leaders, those who are willing to undergo the severest discipline in order to win the keenest satisfactions, the deepest insights. The conduct of high-level seminars is indeed an essential effort, on which we must expend the utmost of our resource and inspiration.

But assuming we have secured an adequate enrollment in such seminars, necessarily small groups at best, there will still remain a huge majority of the total adult community that is not involved... Surely if we could relate our institutions to them, so as to affect significantly their patterns of value, and help them to become more effective, more articulate, more aware of the content of their experience, who will say that this is an achievement of a lesser order of importance than the production of an intellectual elite?

The word leadership is not to be restricted to those of intellectual brilliance, even in a university. They are not the people the university hopes to interest in its courses or activities, included under the heading "leadership training".

Courses in the principles and methods of adult education, leading to an undergraduate degree, are now given at St. Francis Xavier University, Laval University, Sir George Williams College, Macdonald College, the University of Manitoba and the University of British Columbia. A similar course leading to a master's degree is given at the Ontario College of Education, University of Toronto.

The University of British Columbia arranges annual courses on Group Development in co-operation with the B.C. Parent-Teacher Federation. An evening class, Discussion Leadership in Parent Education Groups, is also held during the winter months. A seminar, Human Relations and Community Organization, attended by executives of government and voluntary organizations, is held each summer. Courses for supervisors in home economics, courses in

drama and music leadership, in use of films, in community recreation and social work are held at many points in the province. The Youth Training Centre has been mentioned in another connection.

A two-weeks' course in Leadership Techniques is held each fall for Alberta farm organization leaders at the Banff School of Fine Arts. Similar courses for 4H Club leaders and Homemakers' Clubs (Women's Institutes) are held every year in many districts in Saskatchewan.

The University of Manitoba, rather than conducting activities for organizations, offers "certain courses of instruction which are likely to be useful to those engaged in community leadership. For example, a conference held recently on Communication was intended to provide representatives of adult education agencies with an opportunity of studying the principles involved in the systematic and fruitful exchange of ideas and information".

The University of Western Ontario arranges "leadership" activities with community and organizational executives in many parts of south-west Ontario. One example is a week-long course for farm young people, held after Christmas each year. Assumption College has for many years been conducting Christian Leadership courses. McMaster University also provides courses for ministers, and in religious leadership. The Ontario Agricultural College has Rural Leadership courses of varying length each year. Queen's University recently conducted a course entitled Methods and Objectives of Working with People in Rural Areas. Macdonald College also arranges several courses each year on Rural Leadership.

Perhaps the best-known "leadership training" project in Canada is Camp Laquemac, sponsored jointly by Macdonald College and Laval University. Each August for the last ten years, a programme has been held at a camp in the Laurentian Mountains, attended by teachers, social workers, librarians, farm, business and trade-union executives, journalists, radio and film producers. Half of the "students" are English-speaking, half are French-speaking; both languages are used throughout the courses. The staff comes from the two sponsoring institutions and from many other parts of Canada, the United States and from abroad. Morning seminars are held on such subjects as Community Organization, Principles and Methods of Adult Education, International Relations; afternoon classes are in skills leadership in music, drama, social recreation, discussion, and in the use of films. Evening programmes are built around major themes, such as the impact of urbanization, or the relationships between the two main cultural groups in Canada.

Since both the staff and students are selected for their experience and interest, seminars, workshops and demonstrations are methods more commonly employed than the lecture. An excellent library consisting of books, pamphlets, films and recordings provides a sound basis of information for the discussions.

In recent years, the Institutes on Human Relations held at the University of Montreal, have attracted attention far beyond the borders of that city. A feature of these Institutes has been a continuing study of the interaction of ethnic and religious groups, particularly Protestant, Catholic and Jewish.

Le Centre de Culture Populaire at Laval University is regularly used for courses on leadership for trade-unions, farm, co-operatives and church groups.

Mount Allison University has long provided training for community leaders in art and music. St. Dunstan's College holds courses for farm and co-operative leaders.

Much of the best work of St. Francis Xavier University and Xavier Junior College can be described as leadership training for officers of co-operatives, trade-unions, farm organizations and women's clubs.

10. Education in residence

We have already noted that many short courses are conducted in university residence. The values of a corporate life, of the give-and-take, and the exploration and sharing of views and experiences when adults live together, are being increasingly recognized. These values for undergraduates have long been known and often been described. Sir Richard Livingstone is one who has devoted attention to residential adult education in the belief that it possesses many superior virtues. "The residential school", he says, "has been and is admirably successful in producing men with right values and a clear view of life". Speaking of the folk high schools in Denmark, he writes:

The Dane lays the task of bread-winning aside and lives for three or five months wholly steeped in the atmosphere of education; the dye sinks deeper and takes a more lasting hold....the teacher, in continuous touch with his students comes to know their needs and capacities, can adjust himself to them, and becomes less of a voice lecturing and more of a personality and an influence....Education is atmosphere as well as instruction; it is not an assemblage of piecemeal acquisitions and accomplishments, but the formation, largely unconscious, of an outlook and an attitude. ⁹

Many people in Britain have shared Sir Richard's views. As a result, a good many residential schools for adult study have been established in Britain since the war. Many of them are housed in the "stately homes of England", acquired by the government through tax-sales, and taken over by universities, voluntary societies as in the co-operative movement, private individuals, and local education authorities, for adult schools lasting from a long week-end to several weeks. Guy Hunter, Warden of the Adult College, Grantley Hall, Yorkshire, has described the work of these colleges in a booklet, Residential colleges; some new developments in British adult education:

The colleges have certain natural advantages, in the mere fact of residence, in environment, and in the small size of the group. Residence not only gives time for leisurely discussion, in a stroll in the garden or by the fire on a winter's night. It gives the warden or tutor an invaluable chance, at meals and in many informal ways, of getting to know something more of the personality of the individual students and of their problems, a knowledge which is of extreme value for his teaching. It gives the somewhat tongue-tied student a chance to establish himself outside the lecture room....Environment can help too - a house in which food, furniture, flowers, books all show some evidence of discriminating taste makes a deep impact....Finally, the fairly small size of the group, as it has usually developed, gives a good start to adult work....

At its best...there can be developed...an atmosphere of friendliness, a relaxation of nervous pressures and constraints, a depth of feeling and thought in discussion, a vision of new qualities in life, and a warmth of feeling which seems almost to turn the "college" into a home and the "education" into a group of friends seeking some kind of truth. It is not the least achievement of many of the colleges to make adult education something linked with enjoyment and, for some people, with a happiness which, as Thorez Bodet has said, breaks through the essential loneliness of the individual for a short time and can make leave-taking hard. ¹⁰

When such colleges are owned and operated by universities they are usually in a pleasant neighbourhood not too distant from the university campus.

Similar developments are going on in France, Holland, Germany, and Austria, as well as in the Scandinavian countries. Examples are also found in the United States. The University of Syracuse, for instance, has been given three large estates in the Adirondack Mountains, and these are being used for adult classes. Other universities are also securing country estates for residential purposes. The W. K. Kellogg Foundation has estab-

lished two large Continuation Centers, one in Michigan and one in Georgia.

Perhaps the most interesting development of this kind is the Continuation Center at the University of Minnesota, which has been in operation for more than twenty years. The Center is a building on the University campus, a three-story brick structure with sleeping accommodation for eighty persons, a lounge, a library, auditorium, seminar and class-rooms, a commodious dining room and a heated 250-car garage.

The Minnesota Center started as the result of a discussion in which President Coffman charged a group of ministers with not keeping up with advances in their field. The immediate retort was that "the colleges and universities are doing nothing to help professional men keep up-to-date". This startled Coffman, and in his annual report for 1934 he declared, "It is my opinion that the universities should become centers of stimulation...for the continuing education of adults who are exercising leadership or who are in a position to exercise it".

Since the Center was opened, there have been well over a thousand courses and institutes with an attendance close to 75,000. Subjects for the courses have included Dentistry, Traumatic Surgery, Child Diseases, Parole Work, Public Health, Labour Relations, Tax Reform, Railway Transportation, Hospital Administration. There have been a few programmes on current events or the liberal arts as well as these "vocational" institutes, but in the main the courses have been planned to assist occupational groups.

The Director writes:

Under no circumstances do we attempt to give the student a "refresher" course. It is not our purpose to provide an opportunity to brush up on half-forgotten elementary principles - but rather to give him brand new material that will put him abreast of the latest college graduate. The idea is to give the professional and trade men who have been working five, ten or twenty years in a field a chance to catch up to the minute.

This requires a high level of instruction. One professor with an outstanding reputation in another university was giving his standard lecture to a group of doctors at the Center when he was interrupted by a member of the group: "We are all quite familiar with that subject, would you mind if we went on to the next topic"? Over 17,000 persons have taught at the Center, about half of them from the regular staff of the University. A small staff at the Center provides efficient administration, acts as host, and keeps in touch with professional societies and the University faculty in the planning of curricula. Fees are modest but the Center has been operated over a long period without financial strain.

For many years St. Francis Xavier has conducted courses in its own residences, sometimes for a few days only, sometimes for as long as six weeks. The Banff School of Fine Arts is used by groups throughout the year, notably the Banff School of Advanced Management which will be described later. The University of British Columbia also conducts a six-weeks' course in residence for young farm leaders at its Youth Training Centre. Residence courses of more than a week's duration have been held by the University of Saskatchewan, the Institute of Business Administration at the University of Western Ontario, the Institute of Public Administration at Carleton College, Queen's University, Ontario Agricultural College, Macdonald College and Laval University.

As noted earlier, building plans of the University of British Columbia, the University of Manitoba, Queen's University and many others are being developed to permit more activity of this kind.

11. Special adult centres

Many years ago, Dean Georges-Henri Lévesque, of Laval University, urged that adults have special educational needs and that some of these can best be provided for in a specially designed centre. In implementation of this view, Le Centre de Culture Populaire, administered through Laval's Faculty of Social Sciences, was created in 1946. Other centres of a somewhat similar character are the Catholic Centre of the University of Ottawa and the Thomas More Institute for Adult Education in Montreal.

(a) Le Centre de Culture Populaire

From the beginning, the Centre de Culture Populaire set itself the following objectives:

- (i) To provide adults with the fundamental knowledge which will free them from their anxiety, prejudice, apathy, and which will make them free to participate in their personal improvement and in the improvement of their social and economic environment.
- (ii) To train adults in the methods and techniques they need to build up efficient group and community relationships and enable them to think and act with moderation, wisdom and freedom.

The activities of the Centre are planned for those who are "seeking university assistance in terms of program content, leadership training, and methods and techniques of social action". The programme is built around such subjects as: Farm Economics, Labour Economics, Human Relations, Psychology, Sociology, Child and Adolescent Education, Family Relations, Community Welfare, Public Administration, History and Geography. The Centre works with farm groups, with labour and co-operatives and with individuals whose interests lie in the fields of citizenship, business administration, recreation, community organization, public services, religion, parent education, and mass communication.

This broad programme is carried on through evening classes, correspondence courses, one- or two-day workshops, and residential short courses, on- or off-campus, which last from five to fifteen days. These short courses are directed specially to people who are in a leadership position.

The Centre says of its methods:

Whatever the group is, those who take part...have an opportunity to share a learning experience. They follow a theme, starting from a concrete problem from which they can, step by step, reach the knowledge necessary to make their own experience significant and purposeful. Such a result is made possible for the following reasons. First, an equilibrium is always kept between the presentation of ideas and discussion. Second, the group becomes involved in the whole program in such a way as to be able to discover the relationship of facts, practices and theory. Third, the participants have in their hands the resources they need to stimulate their thinking.

Most of the instructors live in residence with the students during the short courses. "This situation provides a valuable network of personal contacts which make possible a better assimilation of knowledge and a desirable change of ideas and attitudes".

(b) The Catholic Centre of the University of Ottawa

The Catholic Centre was established in 1934 with the purpose of placing the research and information facilities of the University at the disposal of the man-in-the-street, of his organizations and his leaders, "for the fulfilment of his educational needs, be they religious, socio-economic or cultural in nature".

Community leaders come together with competent University staff members to study problems in the light of the various disciplines involved, to try to reach solutions and to plan

improved ways of meeting needs. The Centre provides the necessary services, bulletins, oral and correspondence courses, materials of all kinds, at the lowest possible cost, to groups and organizations seeking assistance. During its twenty-two years of operation, the Centre's publications have reached thousands of communities or local organizations and hundreds of thousands of homes.

Oral and correspondence courses are organized only on request. They are non-credit, practical in content and purpose. Non-technical in vocabulary, they are always arranged for active student participation. The subject matter in each course is divided into from ten to fifteen lessons. And the correspondence course is usually used as a text-book for the oral class. To stimulate interest, a certificate or diploma is awarded at the end of each course. Though these certificates have no academic significance, they are much appreciated by the majority of adults enroled in the Centre.

Some idea of the range and spread of the work can be gained from the following comment:

The courses, as well as the periodical and occasional publications, cover such various topics as co-operatives, trade-unionism, political economy, home economics, marriage preparation, guidance in life, etc. Most of them have the Christian home as the centre of interest. One of them in particular, the Marriage Preparation Course, has enjoyed an astonishing popularity throughout the world. It has been translated in ten different languages and is distributed, orally and by correspondence, through branches of the Catholic Centre, in twenty different countries.

(c) The Thomas More Institute for Adult Education

The Thomas More Institute for Adult Education is not connected in any direct way with the National Conference of Canadian Universities. Nevertheless, because of the content of the programme, and the spirit in which it is conducted, a brief description has been included.

The Institute opened eleven years ago with an enrolment of 90 students. The end of the 1955-56 session will see a registration of 980. Classes are held five evenings a week and on Saturday mornings, and the students range in age from 25 to 60 years.

A member of the staff reports that:

Basically, Montrealers began to take Institute courses because they wanted to hear a particularly qualified lecturer in a series of precise but intelligible statements about an aspect of current thought. And so engineers and housewives, managers of businesses, teachers, stenographers, social workers and nurses, come one evening a week for lectures on Argentina, South Africa, Russia and Canada; on Organic Chemistry and the Viruses; on Fundamental Systematic Philosophy or Philosophy in the Modern Age from Descartes to the Present; or for a series on Anxiety, Guilt and Responsibility.

Another type of course is also carried on. The Institute has pioneered in Montreal in presenting the Great Books reading programme for the past seven years, with at least three, and sometimes as many as six, groups running at the same time. And, in the past two seasons, other reading and discussion programmes have been in operation: Drama in the Western World, with plays from Aeschylus to Eliot; The Literature of Human Relations, from Plato to Buber; and The Quest, a series of adventure stories from The Odyssey to The old man and the sea.

Lecturers for the courses are drawn from the various academic institutions in Montreal. But, in the past three years, professors have come to the Institute for single lectures from such universities as: Fordham, Columbia, Harvard, Laval, Cornell, Chicago, Buffalo, Ottawa, and Toronto. These lectures are built into a unified series through the use of a single

theme and through a permanent chairman who provides continuity, with questions, introductory statements each week, a co-ordinated reading list and comprehensive essay topics.

Through a special arrangement with Montreal University, about 170 students are working for the B.A. degree by taking 20 full (24-session) courses, chosen according to a special plan of study, and under the individual direction of the Dean of Studies.

12. Variety in subject matter and method

It is not possible to give a composite picture of the richness of subject matter and the variety in method that characterize university adult education. All that can be done is to include a few more illustrative examples.

(a) The People's School

The People's School of St. Francis Xavier University is a unique combination of lectures, discussion, and radio broadcasts for industrial workers. The University has been broadcasting over its station CJFX since 1943. When study classes for workers were started, these were combined with the radio programme, Labour School of the Air. Although planned primarily for trade-unionists, the programme reaches a large audience in north-eastern Nova Scotia, and some sections of New Brunswick and Prince Edward Island.

Organized classes registering over 500 students a year are held in Inverness, Bras d'Or, Sydney Mines, North Sydney, Sydney, Reserve Mines, New Aberdeen, Dominion, Bridgeport, Scotchtown, New Waterford, Louisbourg and Antigonish. The radio part of the programme often originates from public meetings. Study bulletins are prepared and distributed not only to those who take part in the regular classes but to many listeners who write in for them. Twenty to twenty-five broadcasts are held each year on such topics as: Is National Housing Doing an Efficient Job?, What are the Rights of Government Employees to Organize?, Financing Education, How Much Economic Planning for Canada? Professors, economists, trade-union leaders, civil servants and members of Parliament appear regularly on these broadcasts.

The School is administered by the Extension Department, but trade-union officials are active in planning and the unions also contribute to its financial support.

(b) The Banff School of Advanced Management

The experience of the universities in the West in avoiding duplication of services, suggested the desirability of developing one strong Advanced Management School, to serve the needs of western Canada. The University of Alberta took the initiative and at once secured the co-operation of the University of British Columbia, and later of the Universities of Manitoba and Saskatchewan.

The course in Advanced Management is designed to meet the needs of business firms who wish to train executives for greater responsibility. It is an intensive course lasting for six weeks, held in residence. The faculty comes from the four universities and from all over North America. The methods employed are the lecture and case seminar, and full participation by every one is expected. Regular lectures are supplemented by talks from visiting lecturers from the university faculties, as well as from prominent business men. Texts, notes, specially prepared case studies, films, slides, are all found in the school library. Subjects offered include: The Canadian Economic Scene, Studies in Organization and Management, Objectives of Industry, Administrative Action, Marketing, Production Management, Financing Enterprise, Financial and Accounting Controls, Executive Development, Human Relations in Industry, Labour Relations, Public Relations and Commercial Law.

(c) Trade-union institutes

We have already noted that some Canadian universities, notably the Universities of Toronto

and Western Ontario, have collaborated in the programme of the Workers' Educational Association. St. Francis Xavier University has long taken an active part in workers' education, particularly through the People's School, while the Institute of Public Affairs at Dalhousie University had for some years a labour education division.

Many of the larger trade-unions, such as the United Steelworkers of America, the Canadian Brotherhood of Railway Employees, and the United Automobile Workers have educational and training programmes of their own, directed by well-trained educational officers.

But the most influential educational programmes in recent years have been institutes arranged jointly by a labour congress and a university. This trend has also been found in the United States, as reported in a recent book, Universities and unions in workers' education.¹¹ Starting in 1947, with the collaboration of the Canadian Congress of Labour and the University of Toronto, these institutes have been held on a good many Canadian campuses. In late years, the Trades and Labor Congress has also taken a lead and it is anticipated that as a result of the merger this work will be increased in the new and enlarged Canadian Labour Congress.

Recently the Trades and Labor Congress, in co-operation with the Extension Department of the University of Alberta, held a two-week seminar at the Banff School of Fine Arts. The main courses offered were Economics, Collective Bargaining, Leadership and Communication, and International Affairs, taught by men from four universities as well as trade-union leaders. It is characteristic of these institutes that the best available staff is selected, the curriculum is carefully planned, and the methods employed demand serious study and full participation. In the first institutes the courses were all "practical"; now, more and more, subjects like International Relations, Human Relations, and Philosophy are included.

(d) Special projects of the University of Western Ontario

For many years, the University of Western Ontario conducted courses taught by faculty members at a number of cities in all parts of the province. Effort is now concentrated on the cities and counties adjacent to the University. However, there are two unique activities carried on far from the campus.

i. The special Summer School for French is held each year at Trois Pistoles in Quebec. This well-known project last year attracted 55 English-speaking people to study French and 50 French-speaking students of English. The course not only provides formal instruction in grammar and literature, but places emphasis on speech, usually in activities and social situations which stimulate informal conversation.

ii. The Summer School of Indian Archaeology is held at Penetanguishene under the direction of the Curator of the University's Museum of Indian Archaeology. The course is open to those of any age interested in the subject and willing to apply themselves. The major portion of the session is spent in the field, surveying a site, mapping and charting, keeping field notes and "digging". Lectures are given on the history of man on this continent and in this particular area. The maps of early explorers and the writings of the first European travellers in Canada are studied. Actual participation in the manual arts and crafts of the Indian at the reconstructed Huron Indian Village, at Midland, is part of the curriculum, enabling each student to become more thoroughly acquainted with the everyday tasks of the Indian and his way of life.

(e) Education in public affairs and international relations

In recent years, universities have been offering courses in political science to night classes and arranging special programmes dealing with public affairs and international rel-

ations. This has long been the case in the United Kingdom and such activities are on the increase in the United States, as reported in a recent book by C. O. Houle and Charles A. Nelson, The university, the citizen and world affairs. ¹²

In Canada, university men have long been the main participants in the national and local conferences and "round tables" of the Canadian Institute of International Affairs. Likewise, men from the University of Toronto have taken a lead in the Canadian Institute on Public Affairs which has arranged the annual summer Couchiching conferences for a quarter century.

i. Institute of Public Affairs, Dalhousie University

The Institute of Public Affairs of Dalhousie University was established under the late Dr. L. Richter in 1936, after two years of preparation. In a speech to the Union of Nova Scotia Municipalities, Dr. Carleton Stanley, then President of Dalhousie University, described the purposes of the Institute:

...no Canadian university has consciously set itself to give a special training for those of its students who look ahead to the civil service.... Canadian universities have rarely set themselves to do field work in the Canadian governmental problems, municipal, provincial, federal. And finally, up till now, virtually no Canadian university has conceived the idea of ranging itself with Municipal Associations to promote mutual cooperation and assistance. All these three things Dalhousie University will now try to do. ¹³

During the years, the Institute has arranged classes for credit at the University, has held many courses outside, has organized institutes, conferences, and seminars. Starting with Canada's unemployment problem, edited by L. Richter, and Studies in the economy of the Maritime provinces, by S. A. Saunders, the Institute has published books, articles, papers, bulletins on local government and municipal affairs, as well as the journal Public affairs, for a number of years. Research on regional problems, classes for trade-unionists and training programmes for municipal officials are the services that have drawn particular attention.

The Institute has constituted the chief adult education work at Dalhousie University.

ii. Saskatchewan Council of Public Affairs

The Saskatchewan Council of Public Affairs, sponsored by the University of Saskatchewan and the Department of Education, was founded in 1954. Its chief programme is organizing summer Institutes, held at the University of Saskatchewan. Participants, numbering 250 in 1955, come from all parts of the province and from every economic group.

The Saskatchewan Council of Public Affairs was established "to foster and promote the discussion of public affairs by the people of Saskatchewan". Although the Council is strictly neutral as far as politics are concerned, it "encourages the expression of partisan points of view...provided that many and diverging viewpoints are presented in a balanced fashion".

The 1955 Institute gave the people of Saskatchewan an opportunity to discuss the topic, Peaceful Co-existence. The Institute was fortunate in obtaining spokesmen for each of the major viewpoints, including ambassadors from Yugoslavia, Indonesia and the Soviet Union.

iii. The Mount Allison Summer Institute.

After a successful session of radio forum discussions on public affairs, the Extension Department conducted a Summer Institute at the University for four days in August, 1955. Adults came from many parts of the Atlantic Provinces for the Institute, many of them staying in university residence. The subject was The Commonwealth Today and the main lectures were given by Dr. Edgar McInnis, President of the Canadian Institute of Inter-

national Affairs. The Institute members also heard addresses from officials in the foreign service of Australia, the Union of South Africa, India and Canada, and took part in study groups. Because of the success of the first, further Summer Institutes are planned.

13. Effects

One of the questions sent out to university presidents and directors of adult education was: Has it been possible in any way to assess the results of the adult education programme?

Most of the universities replied that no formal research or regular evaluation had been carried on. But they point out that there is a good deal of evidence about the success of students who have received practical training. Most of the students in Journalism and Creative Writing from the University of Western Ontario, for example, seem to have done well in their chosen fields. Universities like Queen's, Acadia or Mount Allison, with long records of special courses and aids to teachers, can point to hundreds of teachers, inspectors, ministers of education and other officials who obtained their education extra-murally. Nearly every university reports that extension activities, particularly those carried on for young people, or in local communities, have brought in many students for regular classes. They also maintain that it is not just a matter of numbers but that some of their best students have come this way. The late Dr. R. G. Trotter, of Queen's University, declared on several occasions, that the best students who came to his classes were those who started extra-murally.

What is known about the quality of work done by adult students? The report from Sir George Williams College states that courses for adults "should be at least as demanding in their standards as the Day Division, and extra, in view of the greater familiarity of the evening student with life, and his more diverse experience". Principal Norris has often spoken of the calibre of scholarship in the Evening Division of the College and the success of these students in later graduate courses. The University of Montreal which also has a degree programme in the evening, claims, "We rely more on their craving for knowledge and their motivation (than regular students). We expect much personal work and we often use accelerated methods of learning languages in order to come more rapidly to the study of the texts which, in the ancient languages for instance, are studied in the original together with a good published translation....We try to adjust the subject matter to the experience gained by adults". Perhaps it is significant that the two institutions with the greatest experience of degree work for adults hold such views about the quality of work adults can do and about the value of their more extensive experience.

No university reported undesirable consequences from its adult work. Some concern is felt in the University of Manitoba that a few teachers, who are particularly successful in teaching adult students, are over-worked and that their own study may suffer as a consequence. On the other hand, several reports assert that professors who take part in adult education become better class-room teachers, as a result of such experience. They are more understanding in their dealing with students, and much more knowledgeable about the economic and social problems of people around them. It is also noted that, as the result of participation in adult education, professors are more inclined to make good use of such auxilliary devices as charts, and motion pictures, and that there is a growing interest in the "case" method. These observations are all interesting and warrant fuller attention, but there have been no attempts at systematic appraisal.

Most of the reports state that the chief effect of the work of adult education has

been better public understanding and acceptance of the university. The Presidents of the Universities of British Columbia, Alberta, and Western Ontario have frequently referred to this in their annual reports. President W. P. Thompson, of the University of Saskatchewan, writes: "The adult education program has had immense influence in creating interest in the University, goodwill and esteem for it, and an understanding of what it is doing". One is not long in rural Saskatchewan without having frequent corroboration of the President's words. The report from Carleton College refers to the fact that Carleton originated as an adult education enterprise. It goes on: "There is no doubt that the adult education programme has drawn the college much closer to the general public. It has intensified the feeling of almost affectionate proprietorship which the community feels for the college". Again, because of the nature of the question, one does not expect to receive any negative reports. But these expressions are so close to the opinions heard in several hundred interviews that the claims seem modest enough. Indeed, most of the criticism expressed in interviews was that the university was doing too little, not that it was wasting its resources or undertaking too much.

Some universities reported progress in certain specific techniques. Both McMaster University and the University of Western Ontario describe an improvement in extra-mural work through a combination of correspondence or home study, coaching and guided reading, special examinations, and direct contact with the instructor by at least one visit. St. Francis Xavier University reported on several adaptations of the basic "study group" technique, which they find to be particularly useful in communities far beyond the university campus. Mount Allison University has been experimenting with a radio forum and other projects by radio. The Directors of Extension at McGill, Toronto, Manitoba and British Columbia have taken a lead in the study of university education through television. McMaster University has a "permanent telephone wire connecting the University and the broadcasting room of the Mountain Sanitorium. Through this wire regular weekly programmes in music appreciation and also an annual series of lectures by individual members of the Faculty on their special subjects have been made available at the bedside of every patient wishing to participate".

14. The trends in summary

While any attempt to predict what will happen in the future may not be very rewarding, certain marked trends have appeared in the past decade.

1. Summer schools are here to stay! Of course they are far from a novelty in many universities. Increasingly, they are becoming a third term, not just an appendage or special activity of the faculty of education, or the extension department.

2. The growth in courses given in the evening, both for credit and otherwise, is very marked. It has not been possible to obtain figures accurate enough for comparison, but the increase in numbers attending such courses in Canada as a whole must be several hundred percent. Courses are given on the campus, in mid-town if the campus happens to be removed from the heart of the city, and at other convenient centres. In every institution in Canada there has been a substantial increase in total registration.

3. The most spectacular development in evening classes has been in courses for business or the semi-professions. In many cases, the business or trade association has collaborated with the university in sponsoring the course.

4. There are now many more conferences, seminars and short courses conducted in residence. In Alberta, British Columbia and St. Francis Xavier, where there are special facilities for such work, the growth is particularly noticeable, but it is also found

elsewhere. Several universities are giving attention to such needs in their building plans for the future.

5. Most universities are now offering an increasing number of special services, such as libraries, film and music collections, publishing, consultation and advice in many special fields. The variety of such services is clearly shown in the chart of the University of British Columbia, but the trend in most other universities is also towards variety.

6. There is very little interest anywhere in sending faculty men out to give single, unrelated lectures. Special lectures are still given, particularly in provinces like Saskatchewan, but only where a local group has a particular subject on which it requires help and where there will be preparation and follow-up.

7. Increasingly, universities are tending to withdraw from activities such as handicrafts, which provincial governments or boards of education are now sponsoring.

8. All universities are interested in many kinds of "leadership training". Often this is done in the local community by specialists who travel from the university to put on a short course. Increasingly, however, instead of holding such a course in remote villages in Newfoundland, Cape Breton or the Peace River, the leaders from these villages are brought to some central place where they pursue a course of greater duration and better quality. The university is continuing to extend its service as before, but there have been some alterations in the way this is done.

9. A trend can be noticed in the development of curricula that are suited to the needs of adult students instead of relying on a course prepared for an undergraduate class. The university is beginning not only to recognize the value of adult experience, but also to use it in developing curricula.

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Chapter VI. THE NEXT TEN YEARS

Many books, and an equal number of submissions to the "Gordon" Commission, have celebrated the theme of Canada's growth in stature and maturity. Economic growth of a spectacular kind is certain, some have claimed, provided that wise use is made of human resources. The brief of the NCCU speaks of "the needs of a nation which will not only be statistically bigger, but will face tasks of increasing complexity, different from those of other countries, requiring depth and originality of mind for their accomplishment". Unless, the brief warns, the universities are enabled to serve in their own sphere "the promise of the next twenty years will fail to yield more than a meagre harvest".¹

As for the university itself, the next two decades will be decisive in the development of higher education for adults. There are special as well as general reasons for this. No member of the educational family can escape the direct or indirect effects of the "mounting wave of numbers". We have already noted the increasing demand for higher education on the part of business and trade-union groups in the field not only of vocational but of liberal subjects. Other questions such as the creation of junior colleges and other special schools, community development, and educational television must also be faced.

1. Increase in university enrolment

In a recent conversation, the President of a Maritime university said:

I have come to recognize the importance of adult education. It ought to have a central place in the work of the university. More and more the members of our Faculty and Board share the same conclusion. But I don't think that we can do very much about it. The increase in the regular student body in the next ten years is going to take every bit of our money and teaching staff and even then we may be overwhelmed. Adult education may have to shift for itself a while yet.

This attitude is easily understood and may be very common. The effects on the university of an enormously increased pressure of students wishing to enrol are being studied everywhere, but the problem as yet cannot be fully comprehended.

There is not much doubt about the extent of the demands that will be made. Dr. Sheffield's paper,² prepared for the 1955 National Conference of Canadian Universities, predicted in ten years' time, an enrolment almost double that of the present:

	<u>Undergraduate Enrolment</u>	<u>Graduate Enrolment</u>	<u>Total</u>
1954-1955	64,104	3,044	67,148
1964-1965			
Assumption 1	110,600	5,400	116,000
Assumption 2	122,900	6,000	128,900
Assumption 3	135,200	6,600	141,800

Since the highest peak of enrolment after World War II, including veterans, was only 83,882, these totals are somewhat staggering to contemplate.

However, this situation calls for closer study, and not panic. It would be folly for a university to stop, or drastically to restrict, its post-graduate teaching simply because it is under pressure to look after undergraduates; or to call a "holiday" for research and discontinue it until after the crisis is over. And surely such courses of action are not contemplated. Certainly it will be necessary for each university to think seriously about

these aspects of its work and to decide whether or not any part of its activity may be postponed. Actually it may turn out that both research and graduate work will have to be increased. It is also reasonable that a university should examine its adult education programme closely and eliminate or put off those sections which are not essential or which compete unduly for university resources. But it would be irrational to apply some rigid kind of test and regard adult education as expendable "for the duration".

This is not the place to state again the arguments about the significance of adult education in the university. Perhaps it is enough to repeat that the large majority of people associated with Canadian universities believes that it has a proper place on the educational front; it is not a menial or camp-follower to be abandoned in times of emergency.

Let us now turn to two new aspects of this problem.

University teachers are almost unanimous in deplored the proliferation of new courses of study. This not only threatens the basic idea of a university as "a place of universal knowledge" but compounds the problem associated with the arrival of thousands of new students. We give heart-felt assent to the words of Professor Innis:

A move such as Max Beerbohm proposed of holding veiling ceremonies for unsightly statues in London might well be followed in the university curriculum. The dropping of courses would lighten the loads of members of staff and students so that philosophical interest rather than memorized knowledge might become the rule.³

But what is seldom realized is that one condition for pruning college curricula is to have a system of continuous learning. If there were regular and systematic means by which every man and woman could pursue intellectual interests, or specialized training for new vocational interests throughout life, the self-defeating attempt to cram every field of knowledge and human experience into the undergraduate curriculum would not be so necessary. Nor would such experiments be attempted as injecting an arts course or two into a "professional" curriculum, in the naive hope that a tincture of the humanities might infuse the whole. If we really accepted the view that there is a lifetime for learning, it might then be possible to teach all vocational courses "within a broad humane tradition", helping each student to understand that there are opportunities for further learning and growth open to him later.

Secondly, one ought to look for a moment at the nature of the problem created by the educational "bulge". This is not an isolated phenomenon, nor is the pressure on the schools and universities unique. It is associated with the need in society for many more services, of all kinds, services that can only be provided by well-educated men and women. Not only the universities, but the schools, the professions, the churches, the libraries, the welfare agencies and governments will also be under severe strain. All of them will need more and better-trained staffs. In the United Kingdom, the Scandinavian countries, and the United States, a number of plans are on foot, as we noted earlier, for recruiting men and women for such professions from among those who have the necessary personal qualities but who are forty years of age and older and employed in some other vocation. An inflexible policy of curtailing adult education in the university might jeopardize one means of securing recruits for important responsibilities.

Special institutes

Various proposals concerning the way the university might re-organize its classes to take care of a larger number of students are now being considered. Faculty members are seriously thinking of what might be achieved through staggering hours, planning more courses at night and building more university facilities.

Interest in the development of special institutions is also keen. The subject of junior and community colleges is one that commands interest in university circles every so often. It has been discussed periodically at the National Conference of Canadian Universities. With the success of such institutions as Regina College and the Ryerson Institute of Technology, there seems reason to believe that specialized institutions can perform tasks which might otherwise fall upon the university. We shall deal with this point in a separate section.

Competition

The problem of competition for university finances, teaching facilities and teaching staff, however, must be faced squarely. Will the continuation and growth of adult education in the university conflict in any significant way with other uses of these resources?

As far as money is concerned there is no real problem. In saying this, we do not question at all the gravity of the situation for the university. In 1955, Msgr. H. J. Somers warned the NCCU, "Today our Canadian universities, in common with universities in most parts of the world, from the stand point of their economic problems, face the greatest challenge since their foundations".⁴ But the financial burden does not press down more heavily because of adult education. As we have noted, adult education programmes have always been operated at a very low cost. In all but a few universities, the entire service "pays its way" and in some it turns back a substantial cash surplus into the general revenues of the university. It is, therefore, quite conceivable that further private and government grants can be secured for adult work, without jeopardy to the general requirements of the universities as a whole. As mentioned above, if new universities or technical institutes or community colleges are to be built, good planning will make them adaptable for adult use at little or no extra cost. And it is a fact, though one does not want to emphasize it unduly, that both private donors and governments are influenced in granting money for education by their own experience. If they, themselves, and those whose judgment they trust, have had some direct and satisfying experience with education, they are far more likely to approve the very large sums of money which will be needed for expansion of all kinds.

It is probably fair to say that maintaining and expanding adult education will not require a single dollar which is needed to take care of the expected increase of undergraduate students, and may well contribute to effective financing in this critical period.

What about facilities? Here there is no great problem either. Scheduling of class-room space may be somewhat more difficult in future. But "management" studies conducted at the University of Manitoba and the long experience of such institutions as Sir George Williams College, have indicated that, with effective planning, a class-room can be used for many more students than is at present the case. Moreover, there are other class-rooms in the community which would be excellent for adult education. These can be found in colleges, libraries, business firms and social agencies. It is true that, unlike class-rooms, the use of laboratories, where complicated experiments need to be set up and left, cannot be extended endlessly. But most adult education requires little in the way of laboratory equipment and what is needed could probably be supplied by business and industrial firms outside the university.

But what about teachers? This is the crucial question. Already for certain business courses the teachers now available have a far heavier load than any one can carry for long. The staff of the Faculty of Education at Manitoba has an onerous schedule of lectures on the campus and its members also travel constantly to many points in the province. At some universities, the demand for courses in English and Psychology is greater than can be met.

Here and there professors interested in adult education have taken on more work than can be carried successfully. But, in most universities, many professors have stated that they are willing to undertake more adult teaching. However, one can realize the economic reasons for this and one suspects that, with increased enrolment and the possibility of staggered hours, with more evening courses and more summer courses, the situation may alter radically.

Still, much of the adult teaching is performed now, and can be well performed, by part-time members of the faculty. This is true of some credit classes but much more true of non-credit activities. Retired professors have often indicated a keen interest in continuing to teach, particularly in the arts and humanities, and some have proved to be able teachers of adults. Men and women of academic competence, many of them in the professions, literature, or journalism can be found in every community, even if most of the present staff of the university is fully employed teaching undergraduate courses. The problem will be one of seeking out qualified people, not of competing for present staff members, except as their inclination and competence in teaching adults will determine their own choice.

In a survey of university presidents in the United States, carried out in May of 1955, it was found that all but one or two of them expect that there will be a notable increase in adult education during the next decade, along with the increase of regular students. Many of them feel that expansion will at least equal the present extent of their work. Only two of them felt that there need be, or would be, any decline in university standards, as far as adults were concerned.

No one is in a position to make such predictions in Canada. But there seem to be no demands that wisdom, imagination and planning cannot meet, and no reason why an expansion of adult education cannot take place at the same time as a rapid increase in the number of undergraduates.

2. New institutions.

One phenomenon of higher education at present is the number of new kinds of institutions that are being developed, many of which carry on education for adults. We shall consider briefly evening colleges, and junior colleges and specialized institutes.

(a) Evening colleges

There are several hundred evening colleges in the United States. The largest of them, numbering about fifty, have their own association, the Association of University Evening Colleges. The rise in numbers and influence of such colleges has been described in some detail in a recent book, Ivory towers in the market place by John P. Dyer.⁵ As we have noted earlier, Sir George Williams College Evening Division, in Montreal, has been offering degree work in Arts, Science and Commerce for several years. The College has been concerned about general education as well as preparation for occupations, as discussed in a recent report:

In these days of lengthening professional training, narrower and narrower specialization, we can no longer depend upon a preliminary Arts course alone to provide the general cultural and spiritual values expected of higher education. We can no longer get results from an academic division of labour into "cultural" and "practical" subjects. A real integration seems to be the only sensible solution.

The full implications of general education are not met by a mere accumulation of 21 courses about a compulsory core. General education does not take place by accumulation but by integration. The contents of each course should be examined from this point of view to see that each develops within itself to the full of its own possible contributions to general education - its relationship to other subjects, its place in the fabric of civilization, its role

in the life of man, apart from its own intrinsic contribution to intellectual growth....

Evening students at Sir George Williams are not considered to be different from day students. Except that they are, on the average, older and more mature, they are cut from the same cloth as are students of the Day Division. There are those of brilliant academic ability - and those who just get by, or fail. There are differences, of course, quite important differences, arising from the fact that evening students are employed by day. Their personal motives are based more securely upon the demands which life has already made of them, and many subjects of College study take on meaning for them in a way which is not usually possible for the younger day students....

The achievements of Sir George Williams College Evening Division, and of the recently initiated programme at the University of Montreal and at several other universities, have created considerable interest. It has been urged in several universities that evening classes be started, not just for the emergency, but as a permanent part of Canadian university life. Experience in Britain and the United States demonstrates clearly that once an "evening division", on university college giving evening classes is started, the work itself seems to stimulate an increased demand. In no case have we heard of work once begun on a satisfactory basis that was later curtailed or discontinued.

In a recent address, Dr. K. E. Norris of Sir George Williams College observed that, while the College has been absorbed in providing degree work for adults at night, it is hoped that other forms of education for adults may be provided later. The University of Montreal has proceeded in a similar way. The evening colleges in the United Kingdom and the United States have often been centres for many forms of educational activity for adults, and this is a likely outcome of an increase in such institutions in Canada.

(b) Junior colleges and institutions

During the "thirties", the subject of junior colleges was discussed with vigour at a number of the annual meetings of the National Conference of Canadian Universities. Dr. Sidney Smith, of the University of Toronto, and other university presidents have given considerable attention in their annual reports to the possibility of such a development. Two influential educational reports⁶ have also given strong endorsement of junior colleges. In the spring of 1956, when it became known that the government of Ontario was considering the building of several such institutions, the subject received much discussion in the press. The University of Alberta and the Lethbridge Board of Education have announced plans for a junior college for southern Alberta and other announcements may be expected shortly.

Dr. Smith has suggested certain principles to be followed in planning new institutions of this kind:

...junior colleges should be clearly differentiated from degree-granting institutions of higher learning....their courses should be unpretentious in scope and thorough in execution....programmes of general education should be so planned that their courses could be terminal for some of their students....⁷

These principles have already been developed in such places as Victoria College in Victoria, B.C., Regina College and the Ryerson Institute of Technology. Victoria College provides work leading to a university degree. As well, it organizes such non-credit activities as Conversational French, Master Class in Piano, Contemporary Poetry, More Effective Reading, and Play Techniques and Materials. Regina College also provides the first two years of an undergraduate course. It is responsible in addition for university courses for adults in the city of Regina - for example, business courses like Accounting and Business Law. Moreover, it has developed a number of "terminal" courses for which a certificate is furnished

upon successful completion of the work. These include art, music, public administration, laboratory training and a secretarial course. "Terminal", in this sense, does not mean that education or learning has terminated, although that unfortunate connotation sometimes clings to the term, but simply that the programme of studies is completed in two years and does not lead on to further work in the university. Many people believe such an institution is superior to a university for advanced education in certain trades, semi-professions, and in communication and languages, where the language or communication art is to be used for a vocational rather than a cultural purpose. At Regina College, and also the Ryerson Institute of Technology, there is a concern about general as well as vocational education, similar to that quoted about Sir George Williams College, and considerable success seems to have been achieved in providing vocational training "within the broad humane tradition".

The Ryerson Institute of Technology offers a two-year programme in such fields as Journalism, Electronics, Radio and Television Production, Home Economics, Furniture Design and Interior Decoration. An attempt has been made to balance special and general subjects in the course. Similar courses at night attract a heavy enrolment. The Institute has received assistance in finding faculty members, securing equipment, and planning curricula, from business and professional men who act on advisory committees. In a few short years, the Institute has succeeded in gaining approval for its work from universities, government departments, and many private organizations.

It is quite certain that more of these institutions will shortly be built. Msgr. H.J. Somers feels that an institution such as Xavier Junior College in Sydney, which serves as a branch of the University, can perform excellent work in a local community, aided always by the strength and concern for quality of the parent university. This plan may be followed in several provinces. Some of the colleges will have a direct relationship with a university. Others will be fostered by boards of education. But all of them will bring with them the possibility of increased intellectual services to adults.

As such institutions are provided, they also can undertake adult work of good quality. The facilities that make adult education more attractive and effective cost no more, provided that they are included at the time building plans are being drafted, and are not added later.

Some attention must, of course, be given to securing one or more staff members who understand and are competent in adult education.

3. Liberal adult education.

We have noted earlier the rapidly increasing demand for vocational training for adults. Thousands of men and women are preparing themselves for positions demanding higher or different skills. Occupational mobility was never greater and is still on the increase. And changes in the whole Canadian economy, bringing new demands for job-training, continue unabated.

Another feature of modern life is that most employed people belong to some trade association, profession, trade-union or farm group. And one of the main services of such groups is educational or vocational training, with the aim of improving the skills and increasing the income of the particular economic interest.

Much of the pressure on commerce divisions, schools of business administration and extension departments to provide adult classes comes in this way. Almost every day there is some new demand upon the university for practical service.

Dean M. St. A. Woodside, of the Faculty of Arts, University of Toronto, in a recent

address in western Ontario, pointed out how practical the university is in a modern state:

There is scarcely an aspect of your daily life which does not have contact - either close or remote - with the universities. Whenever pain is relieved and the cause removed by a doctor or a dentist, whenever you cross a bridge in a smoothly-running car, whenever your labour is lessened by electricity or your home flooded with light and music, whenever your heart is lightened or your spirit deepened by a minister of religion, whenever you receive justice in a court of law, or are kept out of court by a solicitor, whenever your teen-age child has his eyes opened to new worlds by a teacher, whenever you eat bread made from rust-resistant wheat, you should in your hearts bless the universities. The doctor, the dentist, the engineer, the minister, the lawyer or the teacher may contribute endlessly by his own personal qualities, but it was the university which enabled him to develop these qualities and it was the university which made him professionally competent. 8

But the university is something else than an aggregate of special service functions, or a place for developing professional competence, important as such services and competence may be. President Harold W. Dodds, of Princeton University, said at a recent Convocation at McGill University:

If (specialized knowledge and training) were the only consideration, they might be accomplished more efficiently in smaller and wholly specialized institutions. But something tells us that it would be folly to turn our backs on our mediaeval ancestors and to split up our universities into autonomous specialist schools or institutes. This is because the very concept of a university assumes an underlying, unifying principle which composes the various parts into a rational whole. A true university does have a theme which prevents it from decomposing into a multiversity. The golden thread which composes a university is the spirit of liberal learning diffused through all its parts. 9

Does this thread enter into the fabric of adult education? Some have always felt that, while attention should be given to remedial, vocational, political and leisure time objectives, the primary function is "liberal" education. A liberal aim, as Sir Arthur Currie described it, "to make men alive, to send them out alive at more points, alive on higher levels, alive in more effective ways", has always seemed to many as the chief end of adult education.

The Report of the Royal Commission on National Development in the Arts, Letters and Sciences also stressed the importance of liberal education:

There is a persistent illusion that what we call the humanities is mere educational embroidery, perhaps agreeable but certainly irrelevant. It is easy to forget that the liberal arts provide not the decoration but the fabric itself. 10

This point of view was dramatized a few years ago when the Fund for Adult Education, established by the Ford Foundation, chose liberal adult education as its special field of work. Nor, as we have noted before, is this a new concept. It has been a central idea in England for a century. The 1919 Report stated: "The growth of a desire for culture among men and women has prepared the way, it seems to us, for something like a re-interpretation of the meaning and possibilities of a university education". As we have seen, the report recommended that liberal studies be made available to every adult who was interested and would put forward the necessary energy.

Others have urged that liberal studies be given a central place in adult programmes, because, they claim, youth is not a suitable time for them. The late R. C. Wallace wrote:

...the fact should never be forgotten that education comes only with maturer years: and all that the formal training of school or university

can do is to give the incentive for the process of self-education which is the work of a life time. If the flame is lit in the early years, which will burn the more brightly as the years go on, education will ultimately be achieved....even the well-trained university graduate needs stimulus and encouragement in his endeavours to maintain at a high level his mental equipment.... 11

Robert Hutchins declared, in a speech entitled, The education we need:

Education is not a matter for children....A learned Greek remarked that young men should not listen to lectures on moral philosophy, and he was right. Moral philosophy, history, politics, economics and literature can convey their full meaning only in maturity. Take Macbeth, for instance. When I taught it to boys in a preparatory school, it was a blood-and-thunder story, a good one, and well worth teaching, but a blood-and-thunder story still. Macbeth can mean what it meant to Shakespeare only when the reader has had sufficient experience, vicarious or otherwise, of marriage and ambition to understand the issues and their implications.

It happens that the kind of things we need most to understand today are those which only adults can fully grasp. A boy may be a brilliant mathematician or musician; and I have known several astronomers who were contributing to the international journals at the age of 13. But I never knew a child of that age who had much that was useful to say about the ends of human life, the purposes of organized society, and the means of reconciling freedom and order. It is subjects like these about which we are most confused and about which we must obtain some clarification if our civilization is to survive. 12

Sir Richard Livingstone has frequently argued in the same way:

Youth studies but cannot act; the adult must act and has no opportunity of study; and we accept the divorce complacently. But action and thought, living and learning naturally belong together and should go hand in hand....Some day...we shall...give everyone a chance of thinking about life when he is facing it and about its problems when he has to solve them. 13

But what of those who are older? Do they show any desire for liberal studies?

Since, up until now, there have been few opportunities, except in self-study, the full extent of this desire is not known. But such evidence as is available is encouraging. Many a mature man and woman becomes deeply concerned about life and its meaning. When the opportunity for systematic study arises there is no lack of candidates. The Nieman fellowships for working newspapermen is a case in point. Another is the programme sponsored by the Bell Telephone Company - the University of Pennsylvania Institute of Humanistic Studies for Executives, a nine-month course in world literature, American civilization, music and art, ethics of living, social sciences, logical thinking, politics, architecture, community planning and international relations. There seems to be little doubt that, if further opportunities are opened up, there will be a satisfying response. In this respect the demand may already be far beyond what universities have provided.

What should be the nature, form and character of liberal education for adults?

When asked this question most people give an answer, in which terms like the "liberal arts" and the "humanities" are frequently mentioned, or such phrases as "education within the great humane tradition". The implication is that the curriculum should be non-vocational and that there need be no place for science.

Of course, many voices are raised these days to challenge the view that there is or must be a dichotomy between vocational and liberal studies. Distinctions may be made, it is claimed, without resort to black-and-white labels which are themselves distorting and harmful. Moreover, to turn the matter around, for many positions, particularly senior positions in government and industry, the most effective vocational training is a truly

liberal education. This has, of course, always been true.

Nor can a genuinely liberal education exclude science, particularly the history, method and ethics of science. This was the theme of a recent convocation address at Memorial University by Dr. A. E. Cameron, President of the Nova Scotia Technical College.

In short, it is scarcely possible to define liberal adult education by exclusion. A much more positive answer needs to be given, an affirmation to the question - does this subject or experience broaden the mind or extend the range of its widest powers?

One needs to take care that this question is put rigorously. If, for example, the primary objective of an activity is making money, or social advancement, or the advancement of some partisan interest, no matter how socially worthy these ends may be, it may be partial or special education, but hardly liberal education.

Secondly, subjects are significant and so are the sequences in which they are taught. It may be true that any subject can have some liberating influence, but such an assumption is of little value in choosing a curriculum. Dr. Houle points out:

A course in sanitary engineering may finally bring the students to an understanding of the glories of Shakespeare although I must confess that the intermediate steps are hazy in my mind. If liberal education is esteemed, however, it is because, through centuries of experience, generation after generation have come to the conclusion that the arts and the knowledge which are of central importance to free men everywhere should be sought directly. 14

One useful way to form a judgment about liberal adult education is to examine some of the serious attempts to carry it on. The best known of these, extending over the longest period of time is the three-year tutorial class of the W.E.A. in the United Kingdom, to which reference has already been made. Some of the courses in the residential centres are liberal in aim and content. Holly Royde, a centre maintained by the University of Manchester is a good example, as is the residential centre near Stratford-upon-Avon where the entire curriculum is based on Shakespearian plays and the literature and life of Elizabethan England.

In the United States, there have been periods when it was alleged that more satisfaction was taken in the numbers of adults enroled than in the quality of the courses offered. If this was true at one time, it does not seem to be so at present. In many parts of the country, university faculties have been devoting patience and energy to the planning of new courses and institutes. The chief concern has been for liberal education. Leadership has been given to many universities by the Center for the Study of Liberal Education for Adults in Chicago, but the trend appears everywhere.

It is not possible to give a description of all that is occurring. To some extent this can be obtained in the publications of the Center for the Study of Liberal Education for Adults, many of which are listed in the bibliography. We shall, however, for illustrative purposes, give a brief account of three special projects at New York University, Brooklyn College and the University of Chicago.

These projects are very different in aim, design, and content but they are alike in some respects. Each displays a concern for excellence. Each assumes that the experience an adult brings to his education is different and richer than that of an adolescent and that advantage should be taken of this experience. No attempt has been made to adapt freshman courses to adult needs; the curriculum is planned to suit mature students.

(i) The Division of General Education, New York University.

Paul McGhee, Dean of the Division of General Education at New York University, has

described the situation preceding the organization of the Division and what has been done since:

...there was by no means general agreement that there existed any valid areas or methods of study other than those already existing within the several degree schools of the University. If an adult were so eccentric as to wish to study at the University at an age when properly he should have finished with education, then let him present his sixteen units of approved precollegiate credits and be admitted to work for a degree; or else, if there was room, and he seemed especially wistful, he might be admitted as a "special student" to get what he could from courses planned primarily for adolescents....the Division of General Education has...enjoyed freedom and the opportunity for creative experiment from the very beginning. Since no courses were offered for degree credit, there have been no worries lest day-time subject-matter should be watered down, or its eternal verities debauched by exposure to adult minds in the dark of the evening. 15

The Division has grown in spectacular fashion through the years. There has been growth in enrolment - the adult student fees in the Division gross well over a million dollars a year, and a growth also in quality. The difficulty and complexity of the subject matter of many courses, philosophy and literature, for example, is equal or greater than for most post-graduate courses elsewhere. Some courses are planned for those who are already "over the frontier" in some fields of knowledge, but the Division is also concerned about the intellectual needs of men and women who are simply attracted by or curious about history or literature, music or drama, economics or anthropology. Unique to the Division is the fact that no credits, marks or certificates of any kind are awarded; for many who have already advanced degrees, they would be meaningless; for others they would have no particular value or significance. The work of the Division is governed by considerations of quality, but is not subject to any rigid system of hours and credits.

(ii) Brooklyn College.

In contrast to the approach taken at New York University, is an experimental degree programme at Brooklyn College. Here adults already with considerable experience in some field - novelists, artists, public administrators, inventors, - who desire a degree, are aided to acquire one. An attempt is made to appraise their present experience in terms of formal credits. This is done by the use of objective tests plus interviews with the Dean of each department who must satisfy himself of the quality, breadth and depth of the work accomplished. A successful novelist, for example, would no longer be forced to waste his time in a freshman English course, but an attempt would be made to find out how systematically he had explored for himself the field of English literature. When some assessment of his present position has been made, the adult student is helped to determine which courses would supplement and complement the education already acquired.

(iii) The Basic Program of Liberal Education for Adults at the University of Chicago.

This is an intensive four-year course, meeting six hours a week, nine months of the year, in the evening or the day-time. There are no formal admission requirements, no examinations are given, and no grades other than pass or fail. Upon graduation the student is awarded the Certificate in the Liberal Arts.

As a staff member, Galway Kinnel, wrote in a recent report, the course was planned on the assumption that:

Liberal education is peculiarly appropriate to the education of adults...[who] do not share the urgent undergraduate need for vocational training. Most of them are already proficient in the activity by which they earn their livelihood....and the problem for them is not primarily one of earning a living, but chiefly that of

improving the quality of their lives....

Except for the formal Lectures, all classes are taught by a discussion method. In these discussions the instructor's problem is to teach, and at the same time to free the student from the need for a teacher....The instructor does not teach a subject matter so much as he teaches methods of studying a subject matter....In selecting teachers we look for men who themselves are liberally educated. It is inevitable and probably desirable that they be also specialists in one field or another, but they must understand liberal education as fundamentally different from specialized, technical, and preparatory education. 16

Students attend small tutorial classes in social science, natural science and the humanities. There is also a seminar "concerned with major trends in the social sciences and with primary poetic, historical and philosophical works" and considerable outside reading is required. Lectures by outstanding scholars on the faculty of the University are held once a month.

Universities in Canada are beginning to give this subject special attention. Faculty committees of the University of Montreal, St. Mary's University and Assumption College have been studying means to extend the range and deepen the impact of such courses. The University of Montreal has already introduced a number of courses in well-conceived sequences: - Cours de Culture Philosophique, Cycle de l'Histoire du Moyen Age, Histoire de l'Art, Histoire et Politique, Ethnologie. Not many have registered for such courses yet, but one would hardly expect a rush of applicants the first time they are offered.

Meanwhile, an indirect approach is being tried at a number of other universities. It is not surprising that most of the trade associations and other organizations concerned about higher education should think first of a training that will lead to personal advancement or the strengthening of the organization. These purposes may seem, and may actually be, rather narrow. Yet experience has shown that, when a university displays patience and deep concern, the representatives of the outside organization will respond. Today there are leaders in business, farm, and trade-union organizations who hold convictions about the value of a genuinely liberal education as deeply rooted as those of any classicist. Their own arduous work has to do with values, judgment, relationships - and they covet for their organization the education best suited to assist them in these fields. It is hardly surprising that it was a business man who spoke most eloquently about the value of the humanities at a national conference in 1954. ¹⁷ Perhaps the most successful recognition of the liberal qualities possible in vocational education has been in some of the courses called Executive Development arranged by schools of business administration at the University of Western Ontario and at other universities.

While the view that vocational training ought always to be pervaded by a liberal spirit is not everywhere applied, what it implies is more widely realized. It is pretty well understood that one cannot liberalize the education of an engineer simply by subjecting him to one course in English. Unless, it is argued, all subjects are taught by professors who by personal or professional study have themselves benefitted from a liberal education, little can be expected through the addition of a tincture of non-technical subject matter. The requirement that all teachers be men of broad experience is hardly a new idea, but its implications have not always been faced before.

Another idea is also beginning to gain some attention. It starts with a recognition that there will never be enough time for many students to obtain a satisfying liberal education along with professional training. Since most students are strongly motivated to progress in their professions, studies to this end should be completed first. At this stage, the student may be ready for "general education" through a succession of non-credit

liberal activities which would continue from year to year. At one or two American colleges, a general education programme for the M.A. degree is offered to teachers and others who have completed their professional training.

4. Community development.

Community development is a term that is beginning to acquire special meaning.

Associated with the term "fundamental education", it is now commonly applied to the work conducted by Unesco and other United Nations agencies in underdeveloped territories, comprising a combination of education, vocational training, welfare, public health and economic advance. It is also applied to the work of a number of universities where the setting for the educational activity is the community, rather than a particular agency or institution.

This is not a new approach. When in 1927-1932, the Extension Department of the University of Alberta was seeking to deepen its services, it carried out a number of activities in the town of, and with the people of, Jarvie, Alberta. The life of the community, its economic health, its institutions, its growth or decay, were the subjects of courses, discussion groups and other forms of study and action.

Much of the work of St. Francis Xavier University has also been directed to communities. Dr. J. J. Tompkins was associated with projects which have received a great deal of attention, at such communities as Little Dover and Reserve Mines.¹⁸ Visitors interested in "fundamental education" and "community development" go every year to Antigonish to study the philosophy and methods of the Antigonish Movement. Staff members and graduates of the University have gone to Asia, Africa, Latin America and the Caribbean Islands to advise and assist in study and self-help programmes there. In this way, St. Francis Xavier University is influencing the development of communities in many parts of the world.

In universities in the western States, particularly Montana and Washington, special departments of community development have been established. The work is based on the studies and principles of Baker Brownell, now Professor of Philosophy at Northwestern University and formerly of the University of Montana. Brownell has long been a critic of the American university:

Higher education in America is more a matter of "cut out and get out" than generally is supposed. What the lumber baron did to the forests, making waste lands across the lake states, the South, and the West, the college system in its way is doing to the rural areas and America's little places. Higher education has become increasingly an extractive industry, like mining or oil. It "processes" young people, gives them degrees; it also removes them from their native places and markets them elsewhere. It is an extractive industry without safeguards. It takes young people from their home communities, but no protections are provided, no severance taxes, no instruments are drawn up to compensate the community for its loss in native wealth and men.¹⁹

Brownell's suggestions are direct. The university should concern itself with students where they live, in the neighbourhood or community:

College education...should take place within the small community.... should take place within the occupational context of the student.... (and) should continue through all the student's adult life....the student should live as a completely functional being, economic, social, biologic, intellectual, or as completely so as is permitted of man.... Until this is attained more fully in education and in life, the modern tendency toward fragmentation and human disorganization will continue. The great cleavages in modern culture between work and leisure, practical and ideal, means and ends, material and spiritual, technology and the humanities, are being accentuated rather than reduced by the present educational system.

Based in part on Brownell's proposals, and his work in Montana, the Bureau of Community Development of the University of Washington is designed to bring the talents of the University to the service of any community in the solution of its problems. Thus it may bring its abilities to bear on plans to:

- develop a more secure and prosperous home-town economy.
- improve the educational system in the community.
- provide expanded outlets for creative cultural and recreational activities.
- overcome community disunity, apathy and misunderstanding.
- strengthen existing organizations.
- achieve wider participation of people in local affairs.
- develop effective team-work in identification and solution of local problems.

The programme starts with a careful study of the character of the community by its citizens over a period of several months, a study of its people, organizations such as churches and social agencies, education, local government, economic conditions, health, welfare, recreation, and local history. After this study University people then assist local committees to plan and carry out programmes of improvement.

Naturally, such a programme is not developed without difficulty. It is too early to appraise strengths and weaknesses. Already, however, the Universities of British Columbia and Saskatchewan are considering whether a similar bureau would be a useful university service. The Report of the Royal Commission on Agriculture and Rural Life in Saskatchewan, 20 advocates that the university should give a lead to communities in many matters, such as town planning, economic development, institutions, and general "community morale".

5. Television and the university.

One always approaches the subject of television with some caution. On the one hand one knows one will immediately meet considerable opposition to the idea itself. Many have feared that this new form of communication constitutes, in itself, a baleful threat to the best things in university life. On the other hand, there have been many wild claims made about its power to transform for the better every aspect of our life and society. Its power for good or evil has been exaggerated so rashly, that it is difficult to obtain a thoughtful, critical discussion of its real possibilities for university adult education.

In a report, University participation in community television, prepared in 1954, the Committee on Television at the University of British Columbia stated:

North American universities and colleges appear to react to the new medium of television either passively or actively. In many cases the former reaction is succeeded by a healthy and vigorous trend towards the latter. Among other attitudes...is one of "wait and see". Many universities seem content to allow others with more capital and more initiative to move into this relatively unexplored field. No university intimates that it will be able to ignore the medium in the future. 21

In the United States, universities have taken part with other community organizations in asking for special "educational channels" and in setting up educational television stations. There has been no such move in Canada, since it has been assumed that some of the functions that might be performed by special educational radio and television stations in the United States can be carried out in Canada by the CBC. In reporting on this difference in approach, the Senate Committee on Educational Television of McGill University stated:

So far as the Committee is aware, no approach to the Telecommunications Division of the Department of Transport was made by Canadian educational authorities to ensure that TV channels would be reserved for educational purposes in this country. Radio broadcast channels have in the past been allocated to some universities - Alberta, Queen's and St. Francis Xavier at Antigonish are notable examples. But a radio station is relatively cheap, while a television station is enormously expensive. It

seems likely therefore that even if channels were available, few Canadian universities would be able to own and operate their own stations. 22

Three years ago, a Committee on Educational Television at the University of Chicago reported, after a thorough study:

...the broad objectives of educational television are identical with those which should characterize all of the activities of a university. Most distinctively, however, television should be designed and used primarily as an instrument of adult education and of broad community improvement. As such, it will have a powerful impact on both the outside world and upon the University itself. For the quality of a university is related to, and dependent upon, the quality of the society of which it is a part. 23

The Committee had earlier in the report drawn attention to the potential influence of television:

For the purposes of education, the spread of this new medium of communication is of crucial significance. Television is to the public lecture or appearance as the printed book was to the manuscript. The number of persons who can see and hear an individual speaker or a demonstration has achieved a new order of magnitude.

Referring to its effect on the University itself, the Committee concluded:

...if it can help parents raise their children more intelligently, if it can give teachers a better idea of how to teach, if it can capture the imagination of able young people and give them insights, incentives, and goals, and particularly if the University can be presented in such a fashion that its aspirations and its work are better understood, the result will surely be an improved and a broadened student body.

The report of the McGill Committee in 1954 sounded a similar note:

May it not be that through television, the opportunity is presented to the University to extend itself more adequately to the community and in particular to those sections of the English-speaking population in the area beyond Montreal itself?...If McGill University presents a steady series of television programs, thousands of Montreal people will turn to them with the conscious purpose of improving themselves. As time goes on, other people will become interested in learning something about science and art, music and drama, literature and history, graphically presented by McGill teachers and available to them at the flick of a switch. The Committee believes that over the years there would come into existence a large body of consistent and conscientious viewers for whom television has brought the ideal of lifelong learning much nearer to realization.

But the value of these uses of television are rather obvious. There are other, less tangible values. Television can give the University added power to influence the improvement of our society. The University is a vast storehouse of knowledge. This knowledge needs to be translated into action. If the things our professors know are given articulate expression, they will become a part of the stock of ideas which are discussed and acted upon. The facts, the controversies and concerns of the various academic disciplines may be presented for their own inherent values and in such a way that they may provide perspective and discrimination for decisions which the individual citizen has to make. Standards of excellence and good taste may be developed. In countless ways, both direct and subtle, the programs presented by the University would have their effect.

In suggesting these possibilities, the Senate Committee was not unaware of possible dangers or of the cost of such effort:

The Committee feels strongly that the University should realize the full dimension of the challenge and opportunity, and try to

face the problem imaginatively, realistically, and seriously, rather than muddle or trifle with it. We should not be tempted to rob Peter to pay Paul, or to drain away strength and spirit from present Faculties and Departments. Whatever we do with TV should be done in a way worthy of a university....TV work should not be allowed to harm the present standards of the University, nor to call on our hard-working staff for additional sacrifices of time and effort....We...want to emphasize our preference for well-conceived, consecutive, serial TV programs and courses, rather than for haphazard, random, irregular representation of the rich and various resources of higher learning at our disposal.

The University of British Columbia's Committee described the sequence of events which has taken place in several universities in the United States:

Resource Material. Most universities find that their first contact with television is in providing resource material for programs....

Study of the Medium. The first active step is usually one of setting up a study committee, in many cases the same committee which has been responsible for radio activities....(or) turn the problem over to their Extension Department....

Special Events. The university will soon find itself approached for program material. Many of the functions of a university, including convocations, scientific experiments and athletics, lend themselves to the television medium and are greatly sought after by the aggressive television producer....

Advisory Boards. The university faculty, as community leaders, are inevitably drawn into committees and study groups who are devoting their attention to television....

Lecture Courses. Eventually the public demand for instruction and knowledge requires the addition of courses on the subject of television to the university curriculum. These may include credit, and non-credit courses, and still others offered as Extension courses in the field of adult education.

Presentation of Programs by Television. ...a university may enter the field of actual television production through programming in co-operation with a local station or through preparing films and kinescopes....

Operation of a Station. The ultimate in participation is for the university to operate its own television station....(or) co-operate with similar institutions to operate a station....

The same report gives the reply of sixteen Canadian universities to questions concerning their participation in television:

• Providing resource material, when requested, to television stations	70%
• Active faculty television committees	30%
• Permitting the televising of campus events	70%
• Offering courses on the subject of television	10%
• Actively engaged in presenting programmes	30%

Several Canadian universities have been taking part in the CBC television series, *Exploring Minds*. Staff members at the University of Toronto, the University of British Columbia, McGill University, Sir George Williams College, Queen's University, the University of Ottawa, Carleton College, the University of Montreal and the University of Manitoba have all assisted in at least one programme during the past season. Subjects televised included Sir John A. Macdonald, Juvenile Delinquency, Semantics, Art of Eskimos, and Humeur in Music.

Universities are interested in three central questions. Can one teach by television? What personnel is needed if a university is to engage in television? What about the costs?

There is now available a considerable and growing amount of experience regarding the success of students who take part in "telecourses". A large number of American universities now conduct credit classes for adults by television. An adult student may register

with the university, pay regular fees, receive a course outline, text-books and book lists, follow the lectures on the television screen, carry out prescribed individual study, and write the same examination as do intra-mural students. Of course, the results vary. But only on rare occasions have the students, enroled in television classes, not obtained better examination results than intra-mural students. Results at such universities as Johns Hopkins, Syracuse, Michigan and New York are all very much alike. Now it is recognized that the comparatively greater success of those who study via television may be because of a selective factor. It is possible that only the more competent people will try this form of education. It is not said that this form of education provides all that can be accomplished in the corporate life of a university. No such claim is made. But the fact is that students who undertake credit work by the aid of television, tend to do better when tested in the one familiar way, namely written examinations, than do regular students. And it may also be true that they learn habits of individual study that can be of considerable value, and may compensate to some extent for the part of university life which they miss.

These observations refer particularly to those who are taking courses for credit. Men and women enrol in many non-credit subjects, such as the modern novel, current events, modern governments. The University of Michigan Hour, now in its sixth year of production and attracting over half a million viewers, offers such courses as The Growing Child, Modern Physics, and Engineering - Building the Modern World. Listeners can obtain study material for a nominal fee and examinations are optional. In most non-credit courses at other universities, examinations are not given but viewers are encouraged to read and sometimes to prepare assignments.

The Center for Educational Radio and Television at Ann Arbor, Michigan, has given a lead to American universities. It produces television programmes and encourages high standards of production in educational broadcasts.

Some research has been carried on in Canada regarding the effectiveness of college teaching by television. One such project was conducted by Professors M. McLuhan, C. Williams and E. Carpenter and reported on the television programme, Exploring Minds. In the two or three experiments conducted so far, the authors claim that learning by television proved to be superior to that by direct lecture, or by printed texts only. One should not generalize too much from one or two such single experiments; nevertheless, the results so far would justify a university taking the medium very seriously for regular teaching, as well as for adult education.

The Senate Committee at McGill University gave special attention to the subject of "closed circuit" television in university teaching:

Within universities, "closed circuit" television may well revolutionize some present teaching practices....The case for closed-circuit television seems to be already quite clearly established with reference to the training provided at some universities in their medical schools. The days of student observation of dissection and delicate operations, in large theatres, may soon be over. Far clearer demonstrations and far more convenient observations are possible on television screens. With the perfection of a colour system, the general acceptance of closed circuit TV as an essential means in medical school instruction now seems certain.

Its place in science faculties, the fine arts and similar fields is equally justified.

Not enough attention has yet been given to the best conditions for using television in adult courses. But much of what has been learned regarding correspondence study has

direct application. When a university is giving a course for teachers in psychology, or for housewives in child care, it would be quite possible to organize classes in many centres away from the university but within range of the TV signal. An organizing staff member could visit such classes, arrange for reading material, clear up difficulties and see that unanswered questions are brought to the TV lecturer. Discussions at these classes could be recorded on tape and be analyzed by the lecturer. With these aids, plus the intimacy of the medium itself, and the potency of contact established between teacher and student, courses might be given a new intellectual dimension.

A question has often been asked: "Does the university need special personnel for television"?

Experience has shown that any good university teacher can teach successfully on television. Furthermore, he can teach without special devices, charts or demonstrations. However, the professor who is not a good teacher will rarely become one on television, whether or not he is armed with maps and other guides. But teaching by television makes its own demands, and it ought not to be tackled by any one scornful of the medium or unprepared to give time and thought to his presentation. With attention and patience the art can be acquired, but it does take application. It also means that university people need the advice and collaboration of those skilled in television production. On occasion, this might mean the employment of a TV specialist on the university faculty, but usually the required skills can be best provided by a television producer.

But such a producer does not know university life or teachers. Some one person is needed to plan how to project the intellectual resources of a university. So far in Canada this has been attempted only as a spare time task by a very few professors who are already much involved in other activities. The McGill Senate Committee argued that a full-time or nearly full-time officer for TV is indispensable. This has also been suggested by staff committees at the University of Toronto and the University of British Columbia. Such a man would be a faculty member and thoroughly familiar with all phases of university life. But, as television has demands of its own, he should also have spent considerable time in gaining specialized competence. Indeed, it is the lack of such a man on university campuses which some people blame for the comparatively poor record of Canadian universities in television so far.

What about the inroads that television makes upon the time of the university faculty? This question has had little attention in Canada. However, it may have to be faced later and it is interesting to note the attitude taken in a large American university where it was decided that:

Members of the Faculty are free to appear on television programs not produced by the university so long as such participation does not interfere with their university duties, does not involve the University in political, sectarian or controversial matters, and does not imply University endorsement of a product or service.

One can understand and applaud this statement even while one wonders how possible it will be for any professor to talk on his subject without some one complaining to the university about the views that he expresses.

No one knows the attitude of most Canadian professors to television. Some attempt, however, has been made to find that out at the University of British Columbia. One hundred and twenty-one questionnaires were filled in and returned by staff members there. Summarized, the questionnaires show that:

- A large portion of the staff has had some experience with TV.

- An overwhelming percentage is interested in taking part in future radio and television programmes.
- More than half of those replying would, under certain circumstances, be prepared to appear on University programmes without fee.
- Seventy-five per cent feels that the University should involve itself in a regular radio series and eighty per cent supports a regular television series.

It is hard to say very much about costs. The economics of television broadcasting are so staggering that any mention of figures usually puts an end to discussion about the possibility of university action. Yet two universities are now considering the development of broadcasting studios of their own.

As has already been stated, several universities have for some time been making extensive use of radio, both for teaching and for public relations. Yet, in all the discussion about television, the possibility of radio for public education has sometimes been forgotten. At a recent university conference, a Canadian professor had this to say:

We seem to have forgotten about poor old radio. Actually, as we well know, for music and a great deal of speech and drama, radio is a superb instrument, and perhaps more effective than its mate. There is another factor which deserves our attention. With TV attracting the gigantic audiences, radio can now be used to serve substantial, although minority, publics. We can now press for our kind of programmes on both local stations and the networks and at choice evening hours.

Not long ago I heard Dean Barzun of Columbia University, Robert Hutchins and Clifton Fadiman talking about what is an educated man on a programme called Conversation. This was on a network in the middle of the evening. I am told that this programme is beginning to attract a sizeable audience. But three years ago, perhaps even two, such a programme would never have had a chance to be heard. I know that the CBC are equally willing to arrange radio broadcasts on literature, history, language, politics, if they are imaginative and well-written.

It may be true in certain fields that the universities have a better opportunity than ever before of finding an appreciative, attentive and sizeable audience through radio.

In its report, the Senate Committee on Television at McGill University concluded with its conviction about the importance of the work:

TV has great importance as a new means of communication which may have far-reaching consequences for social habits and for general standards of intelligence and knowledge. It is desirable for us as a university to make better and wiser use of it than will probably be done without our help - if we can afford it.

But, the Committee warned, the University will have to take its responsibility seriously:

Educational broadcasting, like education itself and like the University's own research and scholarship, is an activity with a long-range perspective in time. If we enter educational broadcasting, our intention should be to make it a permanent feature of the University's work....We do believe, however, that if there is real enthusiasm for the use of the medium, the difficulties, which are many, will be overcome. If there is no enthusiasm for embarking upon this adventure as pioneers setting out to explore a new frontier, then the less we have to do with it the better.

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Chapter VII

"TO INHABIT THE WALKS OF MAN"

Many have claimed that the idea of "free schooling for every child" was the most important and influential concept of the 19th century, and, perhaps, best exemplifies its thought. Although we are too close to our own times to make sure judgments, it may be safe to predict that the concept of continuous learning will epitomize our age. Nowhere fully realized yet, the idea is not only current among western nations; it is now finding expression in every part of the world. An examination of Unesco's major projects, and of the educational reforms of the majority of member states, bears out this contention. Education for all and for all of life - this is more than an ideal or slogan, it is on the way to becoming a reality.

Any goal, no matter how compelling, requires favouring conditions before it can be attained. Those favourable to continuous learning are already present. The need is obvious; the formal education of children is not enough to bring about an improved society, for parental and community beliefs must be in harmony with those of the school, or changes will be few and slow in coming. The spur is there, too. No threat to mankind is more terrifying than the possible enslavement of the minds of masses of men and women who are literate, but not educated. We need to remind ourselves that the caution, "a little learning is a dangerous thing" can not be answered by a return to ignorance. We must press on. Retreat is not only cowardly but impossible.

The physical means, books, libraries and the media of mass communications, are all at hand for our use. The dire results of their misuse ought to urge us on, not leave us cowering and impotent. The physical requirements for life-long learning are well within reach all over the world - if we choose to grasp them and can handle them imaginatively.

With continuous learning a certain prospect, the curriculum of the child need not be weighed down and cluttered with those facts, skills and ideas better suited to the experience of maturity. The school can concentrate on its primary task of developing mind and spirit. With continuous learning, every man and woman will have the opportunity to develop the interest and talent within him. The wisdom and experience of the old will not be discarded but utilized, to the advantage alike of the individual and the community. With continuous learning, the intellectual processes stimulated in the university will have a more certain chance of fulfilment and the university will be freed from many present burdens.

But continuous learning does not depend on the university. It will come in any case; it is coming. Without the intellectual leadership of the university, however, growth may be slower, and the aim clouded. Dr. Milton Eisenhower, President of Pennsylvania State University, stated this view directly in a recent speech:

It is to the university that adult citizens must turn for help in developing leadership, knowledge and understanding, for no other community agency can match the university in resources needed, in developing an enlightened understanding of the problems which beset our inter-dependent world, and a true appreciation of the basic moral values that undergird a free society. So urgent is the need that there can be no question of priority among the resident, instruction, research and extension functions of a university. The three functions are, and should remain, equal and inseparable. Education must be continuous rather than terminal, and we must not be afraid, as we seek to serve our constituency, "to inhabit the walks of man".¹

In this report, we have attempted to state and to comment on the claims made for adult education in the Canadian university, and the charges levelled against it. While

it is true that there are vast differences in the quality of work carried on, many of the criticisms are unfounded. Single or ill-matched lectures, given to indifferent heterogeneous audiences, are not the hall-mark of university extension, nor are the motives of adult students deserving of contempt or ridicule. While some adult students desire to clothe themselves with the prestige of the university with the least possible expenditure of mental energy, just as do some undergraduates, others follow the loftiest intellectual pursuits with devotion and sacrifice. But those who work hard and win no academic prize are in the majority. It is quite true that examples of real scholarship, thus far, are few. The middle range of attainment is much more common even though some of the work is downright trivial. But "regular" classes exhibit this variety of accomplishment also.

Adult education in the university requires scholarship and teaching ability, no less than do its other services. The outstanding achievements have been made in those universities where intelligence and imagination have been applied to the work. In no Canadian university have intellectual resources been squandered on this activity; neither has the investment of money ever been excessive. Indeed, an assessment of the results achieved for the money expended will lead to sober satisfaction. However, to do well with limited resources, while creditable, is not a high enough aim for any kind of education. First-class education will always cost money. The constant application of a "make-do" policy is just as likely to end in "penny-wise, pound-foolish" measures in the educational as in the economic sphere. Fortunately, it may be possible to secure more adequate revenues for the education of adults without in any way jeopardizing general university finances. With few exceptions, Canadian universities do not seem to have tried many methods of raising the necessary funds. Again, with few exceptions, they seem to have accepted financial contributions by governments considerably below those provided by most democratic states. The conclusion seems probable, if not certain, that if a greater valuation is placed on this work by the university, both public and private funds can be secured for its improvement in quality.

Despite the widespread interest in scholarships for higher education and the many plans initiated, little effort has yet been made to provide scholarships to suit the special needs of capable and interested adults. Their requirements ought to be considered along with others. In particular, assistance ought to be provided for those of good ability who have been forced to protract their education through part-time or night study. Grants to enable them to complete their work through full-time study will prove to be one of the soundest of all scholarship plans; and for adults generally, imagination and experimentation ought to be employed in the use of scholarship funds.

In recent years, protest against the rituals and restrictive practices associated with credits and degrees has been on the increase in Canadian universities. Complaints, for example, about the "Ph.D. octopus", are not only frequent but uttered with deep feeling. Much of the work for adults is directed towards degrees, but a large part, some of it of the highest quality, is not. The comparative freedom in this field from rigid academic formula and prescription may be an advantage to adult education and to the university itself.

At Carleton College, the faculty conceives of the adult programme as the place for experiment and the try-out of new ideas in curriculum or method. Already at the University of Toronto and elsewhere, it is in the Extension Department, not, as formerly, in the Faculty of Arts, where new schools, or disciplines are given a home while their merits are being judged. Adult services as a special "laboratory" for the university itself is a concept worth further exploration.

For those who have the interest and competence, the teaching of adults is a very rewarding experience. There is something peculiarly satisfying about developing a subject in all its colours and complexities with adults of broad experience who will subject it to the test of what they have read or felt. Many a university man, bent on penetrating deeper into some special topic, wishes for a chance to talk about this subject, to try out his hypotheses, in a cordial but critical circle. Sometimes he can do this with his faculty colleagues; often this is not possible. More men than a few have left Canadian universities because they felt overpowered by a heavy load of general undergraduate courses with little opportunity for developing or teaching in their own special field. If there were no other reason, adult education would be justified in some universities because it gives faculty members that kind of opportunity.

Some have railed against adult education for its narrowness, its absorption in vocational, "materialist" objectives. While no one ought to apologize for a goal as worthy as improved occupational competence, this is far from the limit of adult education. The more discerning see adulthood as providing the paramount opportunity for liberal education. It is customary to under-rate alike the capacity and hunger of men and women for studies of substance. Of course lively teaching is required. Adults who have kept their keenness will not put up with insipid pedagogy. "A dull teacher, with no enthusiasm in his own subject, commits the unpardonable sin", said the late R. C. Wallace. But granted good teaching and a curriculum that is something more than "warmed-over" lecture notes, the liberal studies may now be entering their most fruitful period.

It is still uncommon for scholars abroad to seek to emulate Canadian education. The exception to this is the field of adult education. Whatever the value of its attainments, they have commanded attention both in countries of high and low academic development. Scholars come regularly to Canada to observe the results of the Antigonish Movement and similar university projects. Canadians have been selected on several occasions for adult education missions abroad. With the attention of governments throughout most of the world on "fundamental education" and "community development", Canadian universities will be expected to give further leadership for many years to come.

Recognition abroad is not necessarily proof of merit. This is not the point. What is significant is that Canadian universities have an experience that is valued in those parts of the world that are strained by fierce ideological struggles and yet where education, not just partisan propaganda, still is in the field.

While there will always be marked differences in the way various universities conduct education for adults, agreement has been reached on a number of practices.

- It is now apparent to every one that the university cannot and should not be responsible for all kinds of adult education but must be highly selective in what it chooses to do.
- Lucid statements of policy are a help to the university administration, to those administering the adult programme, to those teaching it and to the adult students.
- Those who have responsibility for the education of adults require direct access to the president, and to the main faculty committees, by right, not by sufferance or generosity.
- The programme for adults can attain excellence and general respect only as all members of faculty, who choose to, have a satisfying part in influencing its character and standards.

Those who are considering making a career in university adult education find that they receive little guidance regarding what is expected of them and how to prepare for it. While this is often the case in pioneer fields, it is a far from desirable situation and an effort

should be made to reach decisions on qualifications, and conditions of service.

A staff member employed by the university for adult education needs to have a clear understanding about his position, about the desirability of further study and the development of a special field of interest as well as general experience. It is equally clear, however, that he must seek much of his academic status in the field in which he spends most of his time, namely adult education.

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For several centuries, the mediaeval university was tolerated or patronized but held in little regard. In spite of the value of scholarship, higher education did not attain general respect until the leaders of society - government, the church, the professions - began to receive training in the university. Few would now question a university providing such training, yet once university men were exceedingly dubious about the outcome. Many a scholarly paper debated the text "what is a man profited if he shall gain the whole world and lose his own soul".

Once more, as many times in the past, the university faces enlarged opportunity - to broaden and deepen its service to those of any age who have the taste and aptitude for it. Every friend of the university would urge that thoughtfulness and care be exercised before any additional burdens are assumed, particularly in the difficult days ahead. But for some tasks the university has unique qualifications. As the Massey Commission put it: "Were our universities to close their doors except to the formal academic student, ... effort in the intellectual and cultural field would lose much of its life and spirit". Investing its intellectual riches in this way is in keeping with the ideals of the university and is a further means of fulfilling its great mission.

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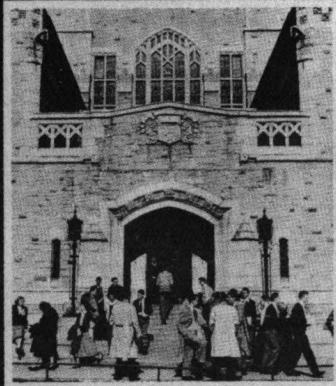
APPENDIX

The complexity of the services maintained, the variety of the courses offered, and the relationships of this work to other parts of the university can sometimes be perceived most readily in graphic form. We are grateful for the assistance of the Universities of British Columbia, Alberta, and Toronto in supplying the following charts and information.



the UNIVERSITY
serves your COMMUNITY ...

*"cease not to learn
until thou
cease to live"*



Department of Extension, The University of British Columbia, Vancouver.

...BY MEANS OF...

UNIVERSITY RESOURCES



EXPERTS



RESEARCH

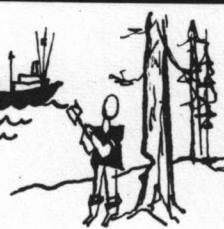


FACILITIES

IN THE FIELDS OF



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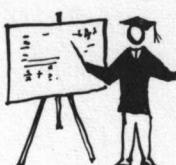


LEADERSHIP

THROUGH



CORRESPONDENCE
COURSES



LECTURES



ADVISORY
SERVICES

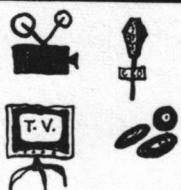


COURSES &
CONFERENCES

AIDED BY



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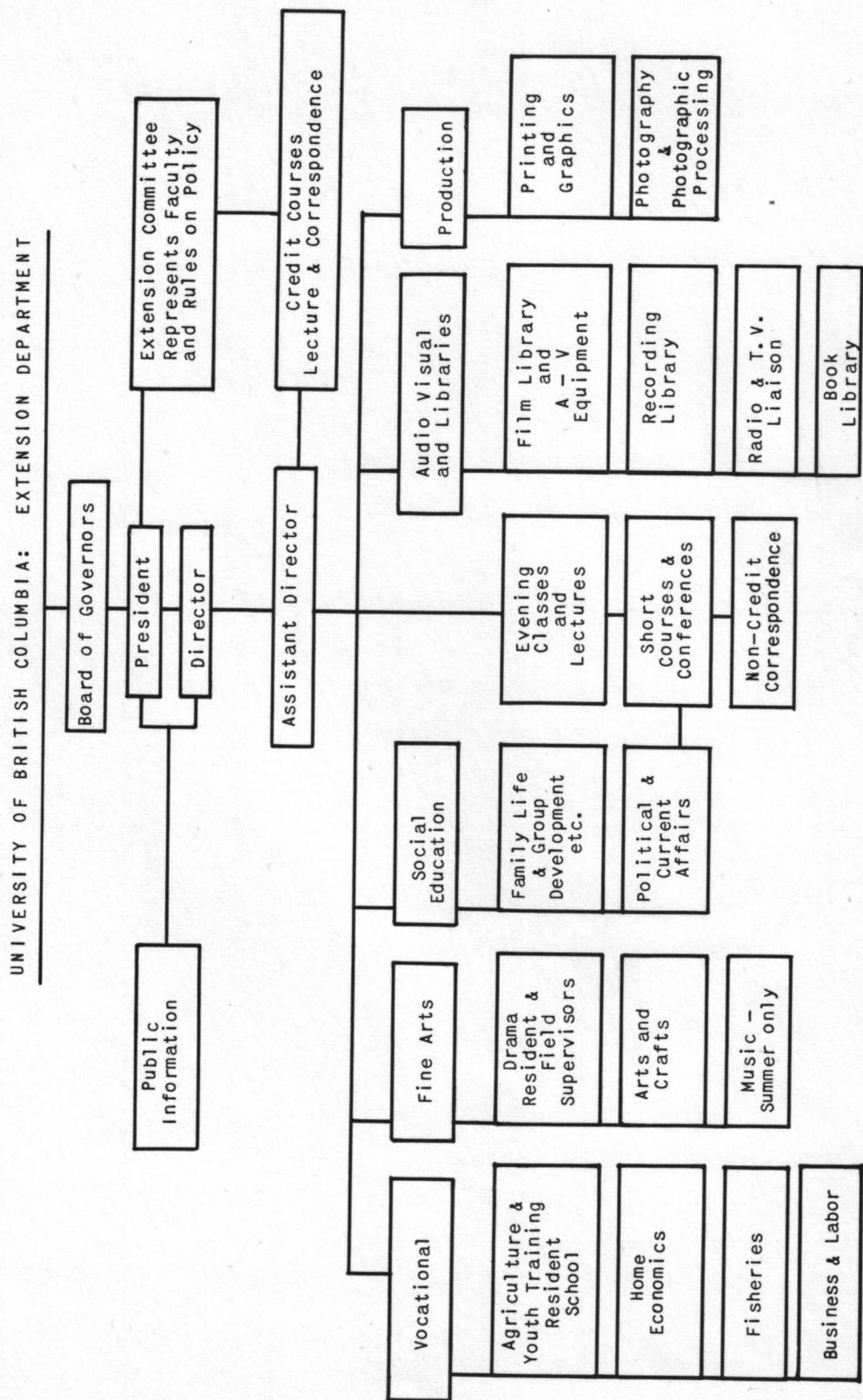
AUDIO-VISUAL
SERVICES



PRODUCTION
SERVICES

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... TO THIS EXTENT ...

CIRCULATION (one symbol - 2,500)

Records
10,723



Films
(Reels)
17,281



Books
21,794



PERSONS SERVED (one symbol - 125)

Summer School
of the Arts
503



Credit
Correspondence
336



Non-credit
Correspondence
141



Extramural
Credit
246



Short Courses
U.B.C.
1,048



Short Courses
Off Campus
2,775



Conferences
U.B.C.
2,001



Evening Classes
2,185



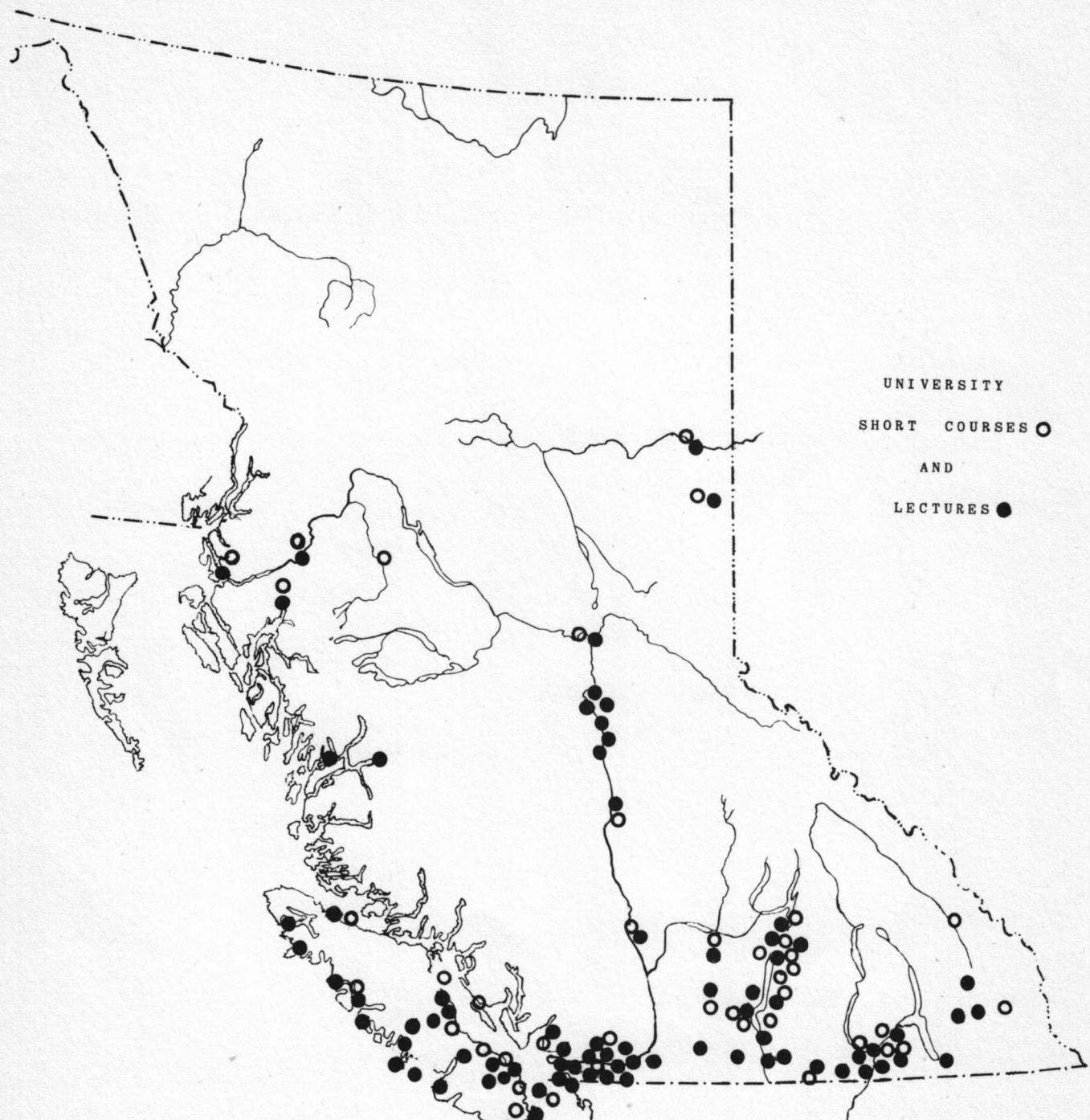
Lectures
341



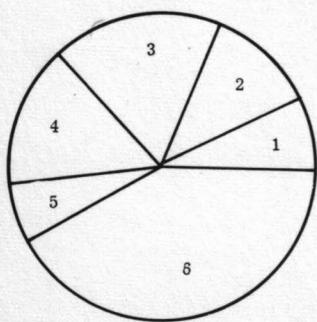
← 50,669 →



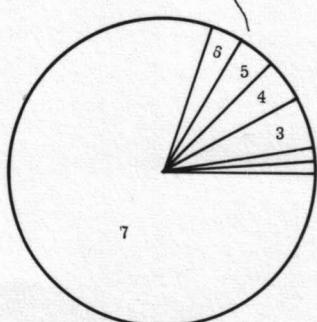
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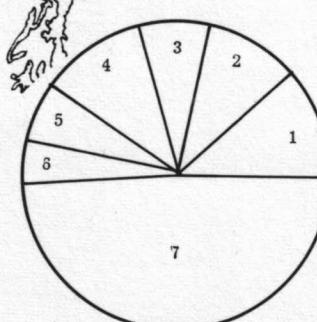
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6. Coast
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* Service not available to Greater Vancouver



PRESIDENT
UNIVERSITY OF ALBERTA

DIRECTOR
DEPARTMENT OF EXTENSION

BANFF SCHOOL OF FINE ARTS AND CENTRE FOR CONTINUING EDUCATION

Fine Arts

Short Courses

Banff School of Advanced Management sponsored jointly by the Universities of Alberta, B.C., Manitoba and Saskatchewan

Summer Short Course in Painting

Six Week Summer Session in - Art, Music, Theatre, Ballet, Handicrafts, Oral French, Creative Writing, Photography

Four Week Autumn Course in Painting

Scholarship Program

Short Courses

Conferences

Schools

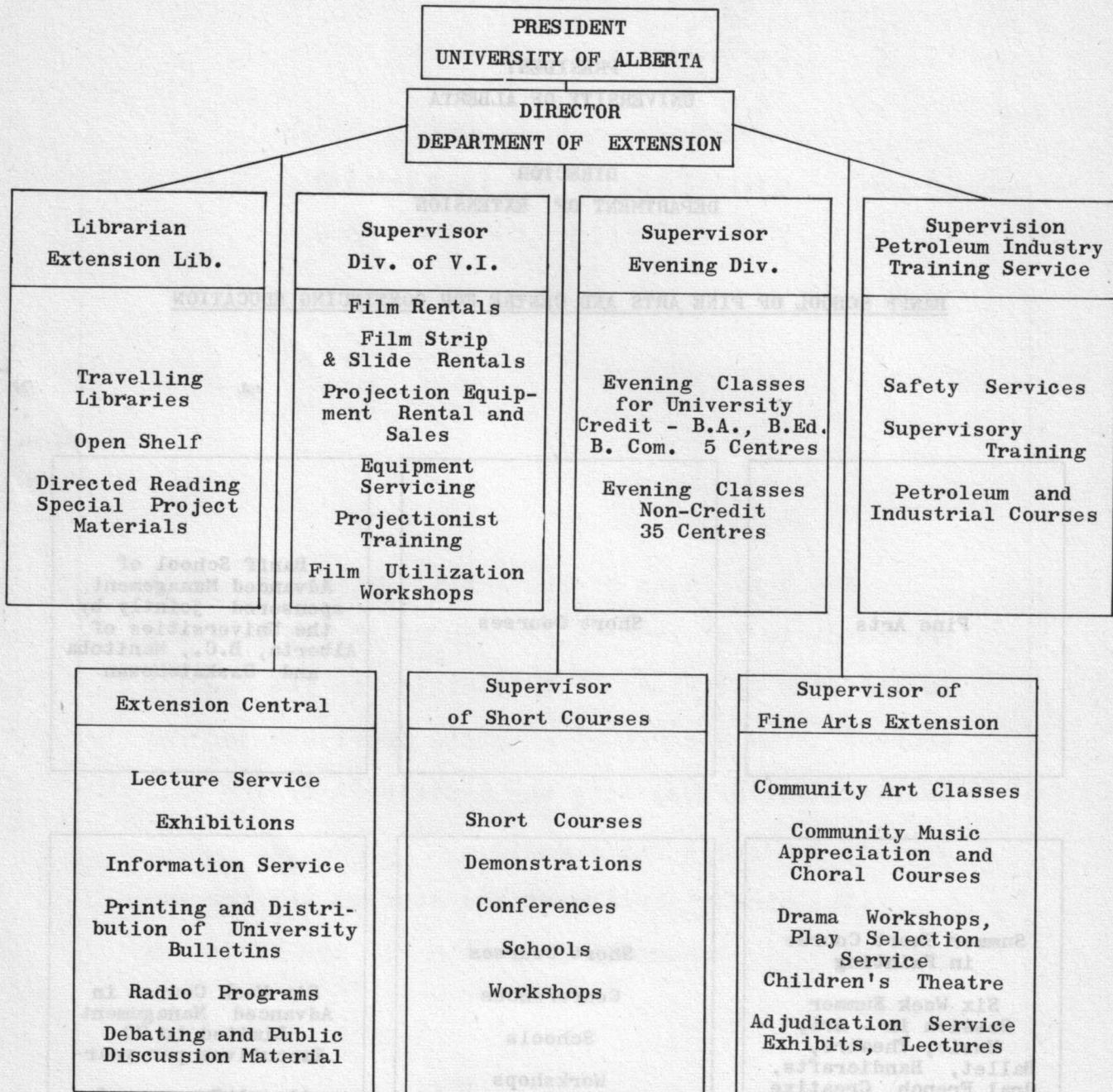
Workshops

Seminars

Annual Attendance
500-600

Six Week Course in Advanced Management Limited to 70 Executives per year

Alumni Program of Continuing Business Education



GENERAL

Present operating Budget approximately \$450,000 gross.
Net cost to University \$115,000.

INFORMATION:

Number Short Courses, Schools and Conference, year ending
March 31st, 1955 - 141.

Number people in Extension classes 6569 in 37 centres in
Alberta.

Aggregate attendance at lectures, conferences, schools,
short courses, film showings, etc., 711,845.

Circulation of books and periodicals from Extension
Library - 161,037.



UNIVERSITY OF TORONTO
UNIVERSITY EXTENSION

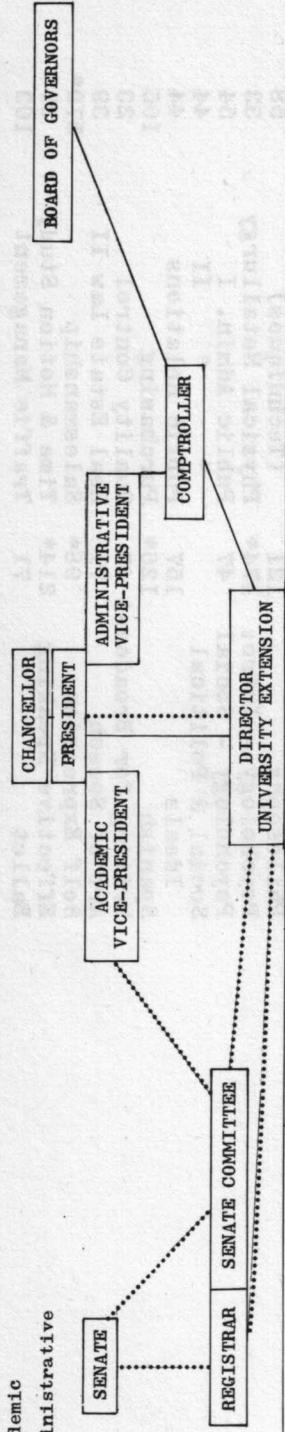
The Department of University Extension had an enrolment in the 1955-56 session of 15,788 students in its five divisions. In addition to its regular courses, the Department conducts short courses for professional groups with the assistance of the University faculties and schools.

The classification of the courses and the organizational breakdown are shown in the following chart.

UNIVERSITY OF TORONTO

..... Academic
Administrative

.....



ASSISTANT DIRECTOR
B. A. COURSE
(Staff of 4)

ASSISTANT DIRECTOR
EVENING TUTORIAL CLASSES
(Non-Credit)
(Staff of 3)

SECRETARY
EVENING COURSE IN
BUSINESS
(Leading to a Certificate)

ASSISTANT DIRECTOR
BUSINESS & INDUSTRY COURSES
(Non-Credit)
(Staff of 4)

ASSISTANT DIRECTOR
* CORRESPONDENCE COURSES
(Staff of 6)

OBLIGATORY SUBJECTS:

ACCOUNTING	I YR.
ECONOMICS	
}	
HUMAN PROBLEMS	II YR.
OF ADMINISTRATION	
}	
and an optional subject	
}	
BUS. ORGANIZATION	III YR.
and an optional subject	
}	

Courses in the liberal arts provide a means of cultural and leisure time education. Special courses are also conducted in co-operative with professional faculties and schools, service and fine arts organizations i.e.

Faculty of Medicine
College of Physicians and
Surgeons of Ontario
School of Nursing
The Canadian Red
Cross Society
The Welfare Council
of Greater Toronto
The Central Ontario
Drama League

Some of the courses of instruction are also offered in North Bay and Thornhill, Ontario

Can. Credit Institute
Can. Exporters' Assoc.
Can. Institute of Realtors
Certified Public Accountants Association
Chartered Institute of Secretaries
Chartered Life Underwriters
Investment Dealers' Association
International Accountants and Executives Corp.
Insurance Institute of Ontario
Society of Industrial and Cost Accountants of Ontario
Community Planning Law

* Designation granted by participating organizations

Candidates must successfully complete examinations in six subjects in order to qualify for Certificate. No more than two subjects may be undertaken in one year.

UNIVERSITY OF TORONTO
UNIVERSITY EXTENSION
Session 1955-56

Evening Course in Business (Leading to a Certificate)			
B.A. Degree Course	1,634	Enrolment	
Summer Session 501 Accounting	389	Enrolment (60 Courses)	5,098
Winter Session 1,133 Economics	207	Anthropology	342
Human Problems	211	Among The Stars (Astronomy)	47
of Administration	77	Authorship	89
Business Orgn.	37	Can. Literature	22
Marketing	32	Conduct of a Meeting	25
Production	22	Contemporary History	125
Corporation Finance	30	Classical Studies (Legacy of Greece and Rome)	29
Mercantile Law	16	Economics	32
Psychology	24	English for Newcomers	108*
Cost Accounting	1	English - The Con- temporary Novel	33
		English Composition	92*
		Elementary	65
		Advanced	219*
		French	84*
		German	124
		Home Furnishing	41
		Home Gardening	92
		Human Relations	114
		Interior Decoration	161*
		Italian	76
		Journalism	52
		Literature of Music	87*
		Magazine Writing	
		Modern Gymnastics	
		for Women	
		Music Appreciation	121*
		Philosophy	121
		Psychology - Intro.	174*
		Psychology - Social	47
		Social & Political	
		Ideals	157
		Spanish	126*
		Writing for Broadcast	45
		Art of Speech	71
		Self Expression	98*
		Effective Speaking	214*
		Ballet	71

			Business & Industry Courses	Correspondence Courses
Enrolment	5,098	Enrolment (35 Courses)	3,617	Enrolment 5,040
Summer Session 501 Accounting	207	Accident Prevention	148	Can. Credit
Winter Session 1,133 Economics	211	Accounting (Intro.)	77	Inst. 482
Human Problems	77	Advertising	261	Can. Exporters Assoc. 100
of Administration	77	Applied Science for Heating & Power	14	Can. Inst. of Realtors 200
Business Orgn.	37	Appraisal of Real Estate I.	137	Cert. Public Accountants 795
Marketing	32	Appraisal of Real Estate II.	34	Chart. Inst. of Secretaries 96
Production	22	Business Communications	69*	Chart. Life Underwriters 996
Corporation Finance	30	Colour Composition	46	How to Invest Your Money in Inter-national Securities 613
Mercantile Law	16	Community Planning Law	279	Accountants 6
Psychology	24	Construction Management	133	& Executives 6
Cost Accounting	1	Cost Accounting Engineering Techniques (Digital)	49	Insurance Institute 613
		Fire Chiefs	100	Society of Industrial & Cost Accountants of Ont. 872
		High Speed Data Processing	123	Industrial Auditing 65
		How to Invest in Securities	213	Industrial Management 53
		Industrial & Business Administration	53	Industrial Relations 35
		Industrial Management	89	National Revenue 26
		Internal Auditing	65	Organic Chemistry 66
		Mercantile Law	35	Personnel Admin. (Intro.) 55
		National Revenue	26	(Techniques) 58
		Organic Chemistry	66	Physical Metallurgy 33
		Personnel Admin. (Intro.)	55	Public Admin. I 54
		"	44	" II 44
		Public Relations	44	Purchasing 105
		Quality Control 23	126*	Real Estate Law II 39
		Salesmanship 579*	45	Time & Motion Study 39
		Effective Speaking	71	Traffic Management 103
		Ballet	98*	

Chess	52	Programming for Digital Computers	13
La Comedie Francaise	372	Society of Industrial & Cost Accountants	375*
Piano Classes for Adult Beginners	145		
Private Secretaries	156		
Public Speaking (NOMA)	27	* Classes divided into two or more groups.	
Reading Improvement Play Production	26		
	44		

Special Courses:

Care of the Newborn	84		
Nurses in Industry	94		
Growth and Development of the Human Organism	41		
English for New Canadians (Summer Course)	496*		
Enabling Certificate	130		

* Classes divided into two or more groups.

Courses offered during February, March and April, 1956.

A Course of Lectures on The Canadian Theatre	125*	Administration Course for Fire Chiefs	85*
A Refresher Course in The Implications of Aging	100*		

* Anticipated enrolment

N.B. - Figures refer only to students who have enrolled for the full course. Students attending single lectures have not been included.

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